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STRUGGLING FOR CHANGE:
PROVISION FOR THE PROFESSIONAL DEVELOPMENT OF
FOREIGN LANGUAGE TEACHERS OF YOUNG LEARNERS
IN BYDGOSZCZ, POLAND

Vol. 2

by

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Thesis submitted to the University of Nottingham
for the degree of Doctor of Philosophy

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List of abbreviations

CBI	content based instruction
CSO	Central Statistical Office
CCHE	Central Council of Higher Education
ES	elementary school
EY	Early Years
EYI	Early Years instruction
EY teacher/s	Early Years teacher/s
FL, FLs	foreign language/s
FLI	foreign language instruction
FLES	foreign language in the elementary school
FLEX	foreign language exploratory or experience
FL-non-P school/s	elementary school/s that do not provide foreign language instruction
FL-P school/s	elementary school/s providing foreign language instruction
FL teacher/s	foreign language teachers
FLTTC, FLTTCs	Foreign Language Teacher Training College/s
FLTYL, FLTYLs	foreign language teacher(s) of young learners
HE	Higher education
HEI, HEIs	Higher Education Institution/s
HPS, HPSs	Higher Pedagogical School/s
L1	first language
L2	second language
LS	language school
OS teacher/s	teachers with other (than EY and FL) specialisations
MoNE	the Ministry of National Education (of Poland)
SCC	Supreme Chamber of Control
SW	Sylvia Wiśniewska (reference to the author)
TEFL	teaching English as a foreign language
TESL	teaching English as a second language
TFLYL	teaching foreign languages to young learners
TPSD	Teacher Professional Specialisation Degrees
TTC, TTCs	Teacher Training College/s

4.

ANALYSIS AND DISCUSSION OF RESULTS

This chapter presents the analysis and discussion of the data gathered from surveys and in-depth interviews. The chapter consists of three major parts, which are subdivided into sections illustrating different themes. Section 4.1 assesses the school needs for FL teachers of young learners on the basis of current and estimated future early FL teaching provision. The information in this part is derived from three surveys: elementary school headteachers', language school headteachers' and the parent survey. Secondly, section 4.2 highlights the issues related specifically the FLTYL: his/her motives for becoming a FLTYL, his/her characteristics, present competencies and skills, and the needs for further training. The FLTYL portrayal has been designed from the data collected from teachers (survey and interview) and students from EY and FL departments of the HPS of Bydgoszcz (survey data). Next, the discussion focuses on the issues related to FLTYL training organisation (section 4.3). Teachers', students' and teacher trainers' visions are presented on what constitutes an optimal FLTYL training programme. I subsequently make a point that FLTYL training needs cannot be satisfied without changes within current FL and EY teacher training, and go on to discuss some likely constraints that may hinder improvements in the existing FL teacher training or the implementation of the new FLTYL training offering. Finally, some solutions are offered how to solve the impasse between to what is recommendable and what is viable. Due to great variety of themes discussed and considerable length of the chapter, each major section concludes with a summary of the most important findings, which are then recapitulated in section 4.4.

4.1. Estimating the needs for FLTYLs

In order to be able to answer the question of what the FLTYL training should look like, we have to prove that teachers with a specialisation to teach an FL to young learners are needed in the first place. To do this, I am going to report some of the problems that the current early FL teaching provision suffers from, especially the ones related to lack of teachers, and then describe what possible future needs for FLTYLs are.

4.1.1. Current early FL teaching provision: Marginal or not?

The very idea of this research has come from my observation of a mismatch between the rapid growth of the number of young children enrolled into FL instruction and almost no response on the side of teacher training provision to cater for the increased demand for adequately trained teachers. Therefore let us first see if this is really the case.

Official picture on early FL teaching

The answer to this question is not straightforward. If we look at the information released by the official channels, e.g. the MoNE or the CSO, we quickly discover that it does not reflect the mushroom growth of early FL teaching and the number of teachers involved. For example, the MoNE (personal communication (translated), 1998) states that

According to the Ministry of National Education regulation of 28 May 1992 on the Framework Curriculum of Public Comprehensive and Vocational Schools (*Dziennik Urzędowy MEN* No. 2, item 12 with the latter amendments) the compulsory learning of a foreign language in elementary school commences in the 5th grade, and encompasses 2 hours per week minimum.

Additional foreign language teaching, including teaching in grades 1-3, may be organised by a school as a part of a school innovative initiative or as extracurricular or optional teaching. The scope of such teaching is decided by a body under which the school is operating or by a school principal in consultation with the School Council if the teaching is financed from the school budget.

According to statistics of the Central Statistical Office, in the school year 1995/96 about 1.3% of children from grades 1-3 of elementary school were learning a foreign language as a compulsory subject and 8.5% as an extracurricular subject.

If teacher training providers rely only on such information, they would be perfectly justified in not providing a specialist FLTYL training since indeed early FL teaching appears to be a marginal phenomenon. On one hand, the number of children involved in FL instruction in public education seems to be very low. On the other, private language teaching (i.e. FL learning in language schools and various clubs, youth centres and private home tutoring) does not seem to be included in the official statistics. Yet even if it were included, the problem is that private teaching may be by definition treated as 'private', that is a personal matter between teachers and their clients, and therefore be outside the jurisdiction of TT providers. As one teacher-trainer pointed out:

I assure you that there is no teaching of foreign languages in classes 1-3. (...) I know that officially there is no compulsory teaching of English in classes 1-3 and there won't be for long. If some schools introduce it, fine. If they do, it's because of the parents who want to pay for it. It's their business and we do not interfere.

I do not want to argue over whether or not teacher training institutions are responsible for an adequate preparation of graduates to various teaching contexts—no matter private or

public. What I am saying, though, is that my observation does not support the official picture of FL teaching to children as being marginal. Moreover, in the circumstances when this unofficial, extracurricular provision is widespread and its quality dubious, it influences official FL teaching at the later stages. And it is a problem which teachers have to be prepared to face.

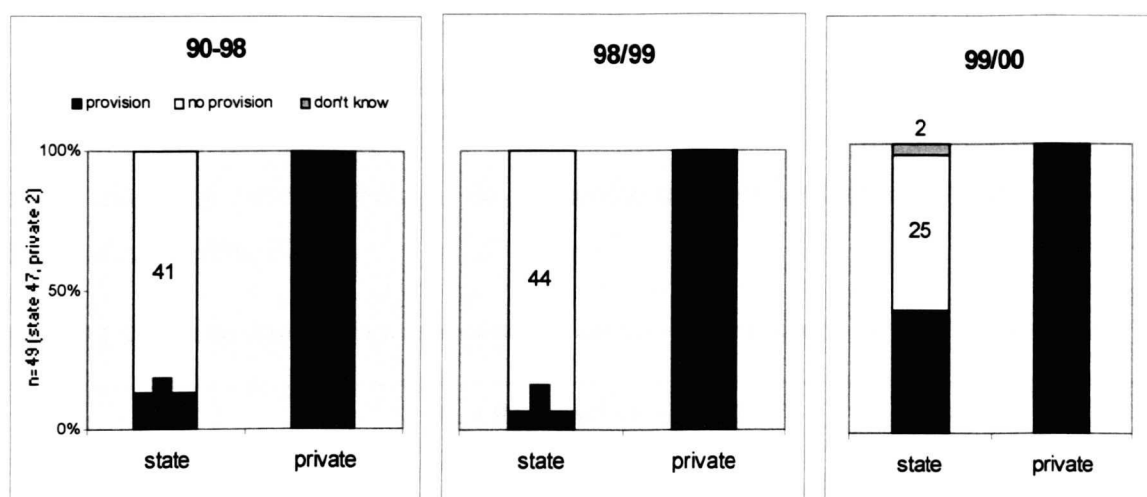
Much as these statistics may be true for the whole country, I think that that it does not show if and how the distribution of early FL instruction varies in different part of Poland. It may be that in bigger cities such as Warsaw, Cracow, Gdańsk, or Poznań, early FL instruction is quite widespread while in rural areas and smaller town non existent (see discussion in section 1.2). Therefore, as has already been pointed out in the Methodology Chapter, the answer to the question whether or not we need more FLTYLs should be derived from a close-up investigation of such needs in specific areas. The next section gives an account of the *status quo* of early FL teaching in Bydgoszcz and tries to answer the question whether the current provision meets actual needs and how it is related to the lack of teachers.

FL teaching to young learners in Bydgoszcz

The analysed data demonstrates very clearly that early FL teaching in Bydgoszcz is far from being marginal and that interest is indeed growing. In the years 1990-98, out of the 49 schools participating in the survey only eight ran projects involving compulsory FL instruction as part of the EY curriculum. At the time of the survey, in the school year 1998/99, five did so but this number was due to increase seven times in the post-reform 1999/00 school year (see Figure 4-1 and also Figure 4-20) when the new Framework Curriculum enables the headteachers to allocate some hours to compulsory FL teaching.

Moreover, if we consider all various organisational modes of early FL provision we will see that these numbers are much higher. In the school year 1998/99, for example, 29 schools (59.2%) provided compulsory and extracurricular FL teaching in grades 1-3 (see also description in section 4.2.1.2 and Figure 4-9) including two private elementary schools in which all pupils start FL instruction in grade 1 and twenty-seven (57.4%) state elementary schools.

Figure 4-1 Compulsory FL teaching in classes 1-3 in state and private schools—comparison by year and school organisational type

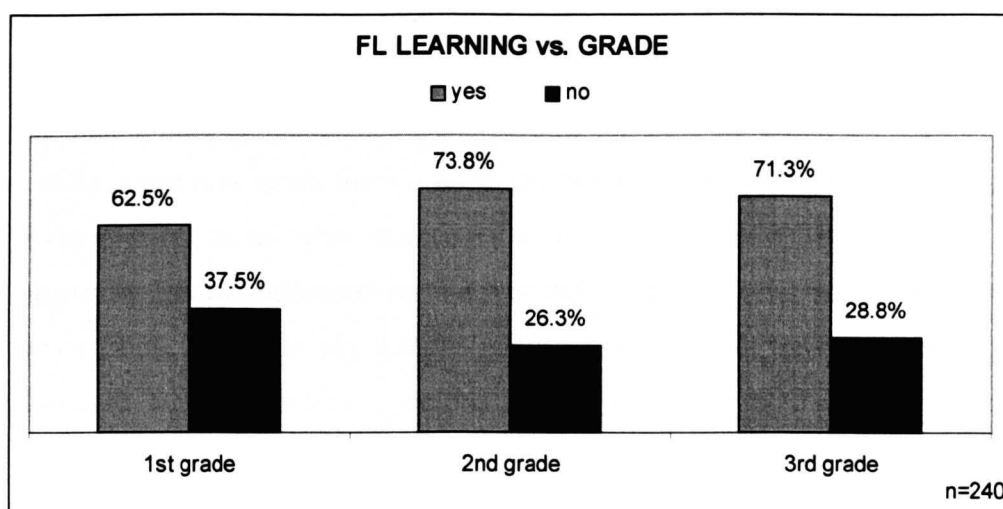


Yet the difficulty is that some headteachers interpreted the question, ‘*Does your school provide FL teaching in classes 1-3?*’ very broadly. It is not clear in what cases the schools themselves organise extracurricular or club FL activities for their students and in which they are *de facto* organised by a private firm on the premises of a given school. Five such cases have been listed under the ‘other’ option. Yet since some headteachers have been unable to specify other details of FL instruction it is doubtful if they are the organisers. For these reasons it is also difficult to estimate the exact number of children learning FLs in schools in Bydgoszcz. The information provided by the headteachers shows that 725 pupils learn an FL as a compulsory subject and about 1200 pupils are involved in extracurricular FL learning (the precise number is not known because 7 schools providing extracurricular FL instruction have not given this information).

As for the early FL instruction in the Bydgoszcz language schools, out of twenty schools participating in the survey, sixteen (80%) provide early FL instruction. Most of the schools (75%) have observed an increase in interest in early FL provision in the last few years, which consequently has resulted in a higher number of young learners’ groups being created. The exact number of young children involved in learning FLs in language schools cannot be calculated because two schools treated it as confidential. They have only indicated having ‘a couple of dozen of students’ (*kilkadziesiąt* in Polish, i.e. less than a hundred). Nevertheless, from the cases in which the schools have provided this information I have estimated that approximately 2600 young children are currently involved in FL learning in Bydgoszcz. This number denotes all students aged 10 and under because it is common practice to mix children from different age groups.

Further support for my claim that FL instruction to young children is far from being marginal comes from the parents. As indicated in Figure 4-2, 69.2% of the children in the sample were learning an FL in the school year 1999/2000. This includes 116 children (100%) from FL-provision (FL-P) schools and 50 children (40.3%) from FL non-provision (FL-non-P) schools. One, of course, has to remember that since the sample has not been drawn randomly these percentages do not denote the overall number of young children in Bydgoszcz learning FLs.

Figure 4-2 Current involvement in FL instruction vs. grade attended by a child (as indicated by the parents)

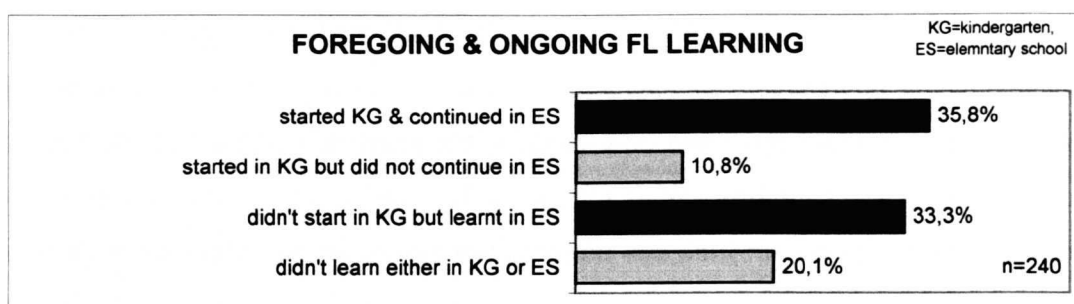


Interestingly, more than 46% of children from classes 1-3 started FL learning **before** elementary school, that is at least four years before the official starting age⁵⁷ (Figure 4-3 below; see also details of pre-elementary school FL learning in Figure D-1⁵⁸), but 23.2% of them have dropped out and do not continue FL instruction in the elementary school. It is tempting to jump to the conclusion that if a child starts to learn an FL in a kindergarten there is a high probability for him/her to continue, and if continuation of provision is guaranteed, a child will eventually learn an FL for a longer period of time. The hypothesis that elementary school FL instruction is related to prior experience in FL learning is indeed supported by the chi-square test (see details in Table D-1 in Appendix D).

⁵⁷ Up till 1999, in the 5th grade, children aged 11/12; from September 1999 in the 4th grade, (10/11-year-olds), see Chapter One.

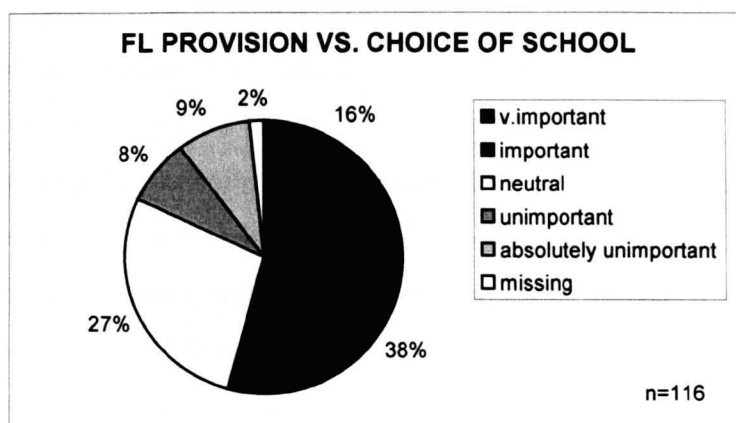
⁵⁸ Additional figures and tables with letters, e.g. Figure D-1, are included in Appendix D.

Figure 4-3 Comparison of students continuing and commencing FL learning in elementary school (as indicated by the parents)



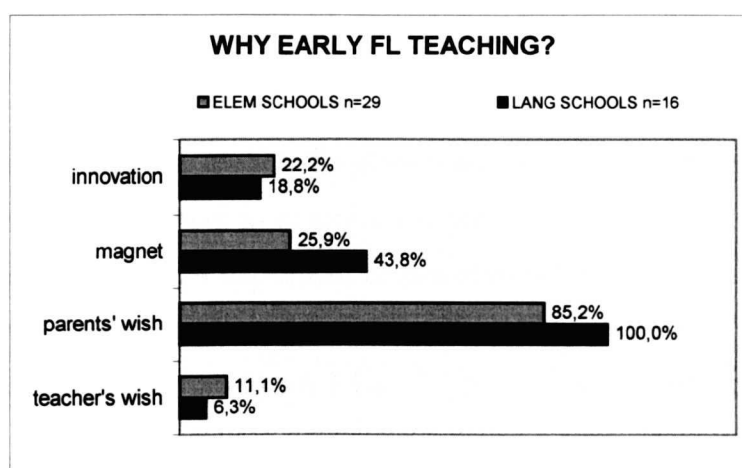
However, in my opinion the interpretation of these results is not that straightforward. The reason is that until recently all children were 'prescribed' to one elementary school, usually the nearest one in their neighbourhood, and parents had little say about the choice of school for their child. Even now when there is no such obligation, for many parents the distance to school is the decisive factor when selecting a school for their child. Thus, prior FL learning might have only limited influence on the fact that a child is or is not learning an FL in elementary school. That is to say that the parents have not sent their children to an FL-P school **because** s/he had learnt it before and they have wanted him/her to continue. Besides, the schools made their decision about FL provision independently and they had not taken into account if children had or had not learned an FL before. Having said that, a tentative conclusion can be drawn from the results presented above: if a child started learning an FL in a kindergarten there is some possibility that his/her parents would want him/her to continue. I would also suggest that without FL instruction available to all students in FL-P schools, the number of children who dropped out of FL learning after the kindergarten would probably have been higher.

Figure 4-4 Parents opinions about the availability of FL teaching in grades 1-3 as a factor for choosing the school



Even though I think that parents have little influence on school policy, when asked if the fact that the school provided FL instruction as a compulsory subject has been an important factor for choosing it for their child, more than a half has answered that it was indeed important (Figure 4-4). As for me, it may be evidence of a new trend in the educational scene in Poland. On one side there are parents, who more and more frequently make an informed decision about the choice of school for their children. On the other, there are elementary schools that are no longer standardised and uniform—some of them, especially in the private sector, have already started to create a unique school ethos and shape their curriculum offer accordingly and it seems that early FL provision plays an important part in it. Those changes, so strongly advocated by the creators of the new educational reform, are slowly emerging but will possibly take much longer to be fully visible. Yet, it is fundamental to provide a sufficient number of adequately trained FL teachers to make those changes happen in the first place.

Figure 4-5 Headteachers' opinions about the reasons for early FL provision



Note: The percentages do not add up, multiple responses possible.

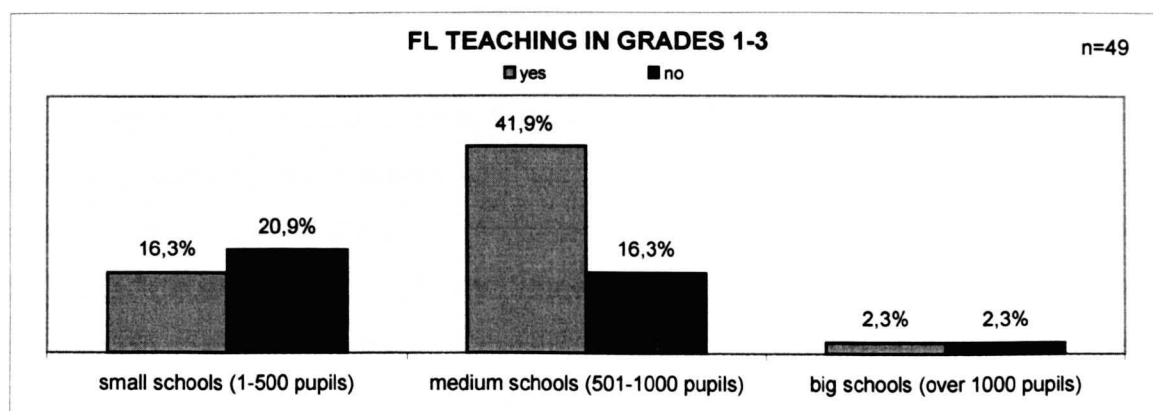
As for the reasons for early FL provision, both elementary and language schools are driven by the same motives (Figure 4-5). Almost 80% of elementary and 100% of language school headteachers have reported that the market demand (i.e. parents' wish) is the main reason for undertaking FL teaching to young children. Only about 20% of elementary school headteachers have pointed to pedagogical innovation as the reason for undertaking early FL instruction. Moreover, having children's groups is perceived by many language school headteachers as an additional magnet attracting students at a young age, who, if satisfied, might become clients for a long time. If this is true, that the market demand is the main pressure for providing FL instruction, the question is how is this demand fulfilled. In

my opinion there is a big discrepancy between what the schools offer nowadays and what the parents would wish their children were offered (see sections 4.2.1.2 and 4.1.2.1 below).

Since the main reason for FL provision seems to be the clients' demand, then market forces should act upon all schools with the same strength, and thus the question is **why** some schools provide FL instruction (in fact, a couple of them for many years) while the others do not. As for the language schools, the headteachers have indicated that they do not have child groups because they either specialise in teaching FL to adults (2 cases), do not have resources (1 case) or cannot find enough students to form a group (1 case). In all four cases they have not been able to state if they are going to make early FL provision in the future and their decision will depend on the interest of parents (demand), availability of teachers and resources.

In the elementary schools, on the other hand, my primary guess would have been that the bigger schools are more likely to provide FL instruction since they can count on a bigger number of clients. Yet, the hypothesis that there is relationship between the elementary school size (i.e. the number of student enrolled) and the FL provision in 1998/99 is not supported by the results of the chi-square test ($\chi^2 = 3.353$, not sig. at $p < .05$, $df = 2$; Figure 4-6). In other words, there seem to be other reasons than the number of prospective clients that force their headteachers to organise FL provision in their schools. I suggest that FL provision depends more on the school organisational type, i.e. state vs. non-state schools, since all private schools provide such instruction or other factors such as availability of the teachers (see discussion in section 4.2.2.1), the headteachers' willingness to innovate, etc.

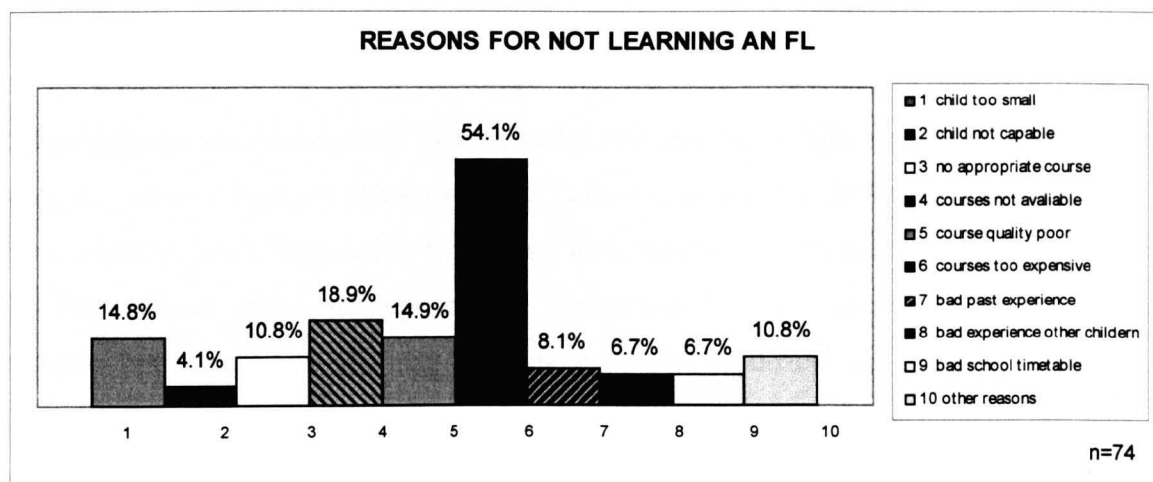
Figure 4-6 School size vs. early FL provision (1998/99)



As for the parents, when asked why their children are not involved in FL instruction (n=74), unsurprisingly the majority of them (54%) have answered that the course prices are

the main hindering factor (Figure 4-7). Some have also indicated that they cannot find an appropriate course for their child or that FL courses are generally not available. It is regrettable, too, that 13.4% of parents have implied that they do not want their child to be involved in early FL instruction because they have had some negative experiences with FL instruction prior to elementary school or with the FL learning of their other children. Four parents of children from the second and third class have indicated that the poor quality of FL instruction in an elementary school is the reason for their child to drop out. Quite a few (10 out of 74 'currently-not-learning-an FL' cases), though, are of an opinion that their child is too young or not capable of learning an FL (3 cases). Such results are a sign that not all parents are after all aware of the potential benefits of starting FL learning early (as discussed in sections 2.3-2.7). This is not to say, however, that all parents whose children **are** involved in FL instruction are clear about its goals and I believe the lack of such clarity may prove problematic in the future.

Figure 4-7 Parents' opinions about the reasons for not involving a child in early FL instruction



Note: The percentages do not total 100. Multiple responses possible.

To sum up briefly, the data confirms that there certainly is early FL teaching in Bydgoszcz and there certainly are teachers who are involved in teaching at least two thousand children. Those teachers deserve a professional preparation for the job in the same way as their pupils deserve to be taught well. Since for many parents exorbitant fees alongside poor course quality are the main reasons for not involving their children in FL learning, we must ask ourselves if this is what we want. The very fact that not all children are given a chance to learn an FL will create the problem with continuation in the 4th grade when FL learning officially starts. Many schools have used the opportunity created by the educational reform and have included FL learning into their EY curriculum. This change

seems to be highly valued by the parents as, among other things, it has allowed quite a substantial number of children to continue FL learning commenced in the kindergarten. Yet because the schools principals have indicated the lack of teachers as the main hindering factor for not being able to offer EY instruction to their pupils, I would say that the teacher training institution have already committed 'the sin of negligence' as they have not yet recognised these needs.

4.1.2. Organisation of FL instruction and teachers involved

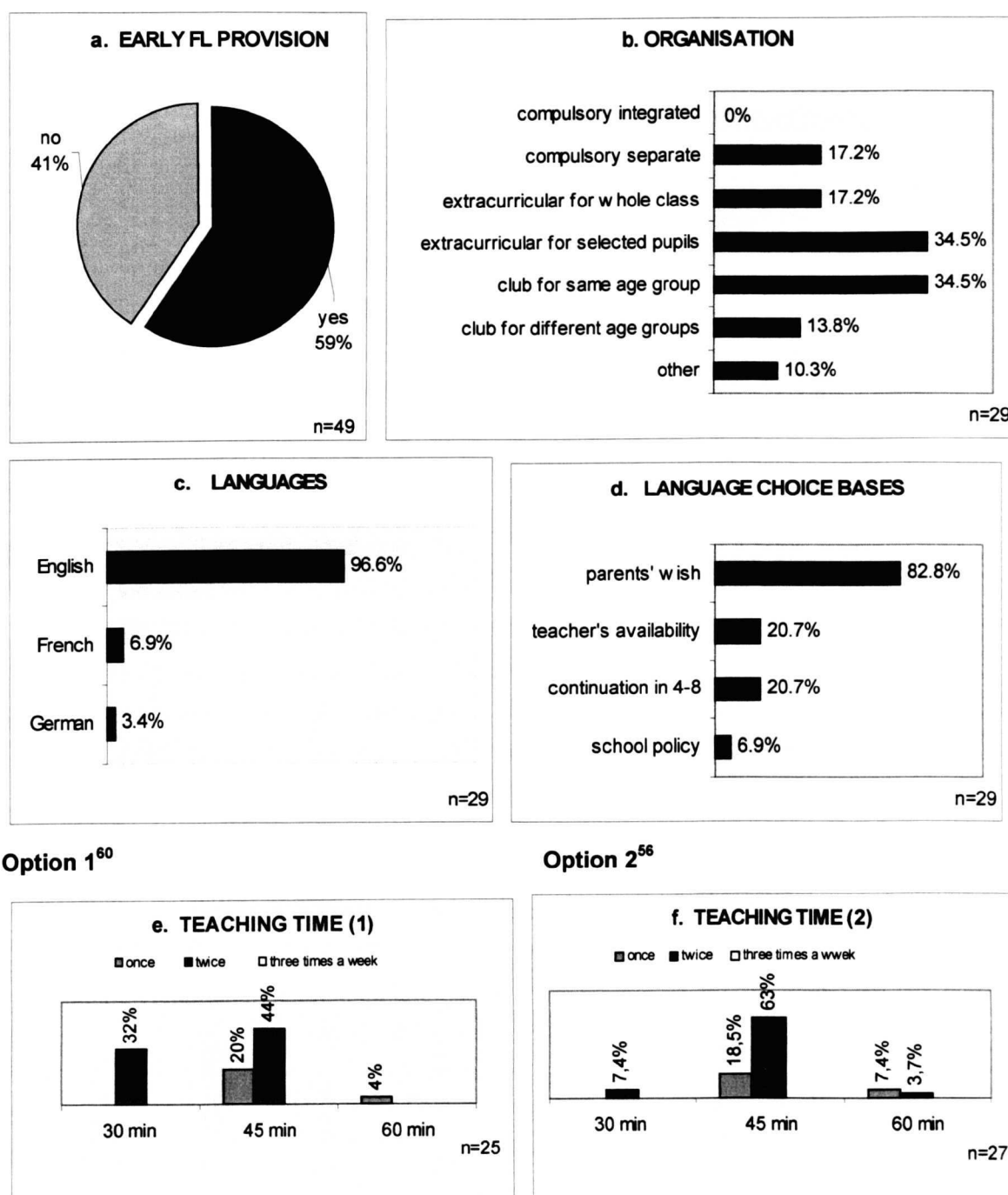
Having shown that FL teaching is far from being a marginal phenomenon, at least in terms of the number of children involved, let's now take a closer look at what is actually available to them and how satisfied they are with the current provision.

Early FL teaching provision

The children in Bydgoszcz seem to have a wide choice of FL provision available to them. First their parents may enrol them in a language course organised by elementary schools. As evident in Figure 4-8, in the school year 1998/99 such provision was available in 29 out of 49 schools participating in the study. The majority of FL instruction is a fee-based extracurricular or club activity⁵⁹ for selected children from different grades. Only in five schools, two of which are private schools, is the FL taught as a compulsory subject. Yet, in none of them is FL instruction integrated with the rest of EY curriculum. Most schools (44.9%) provide only one type of FL instruction, but in seven schools two or three different options are available, e.g. compulsory and extracurricular.

⁵⁹ As defined on the survey form, teaching an FL as an 'extracurricular subject' (*przedmiot nadobowiązkowy*) denotes teaching an FL as an elective school **subject**, for all or selected children from the same age group; commonly with the student assessment included in the school certificate. An FL taught as a part of a 'club activity' (*'kółko zainteresowań'*) denotes voluntary FL instruction for interested children from the same or different age groups, mostly in the afternoons and weekends; student progress is evaluated informally with out any official binding.

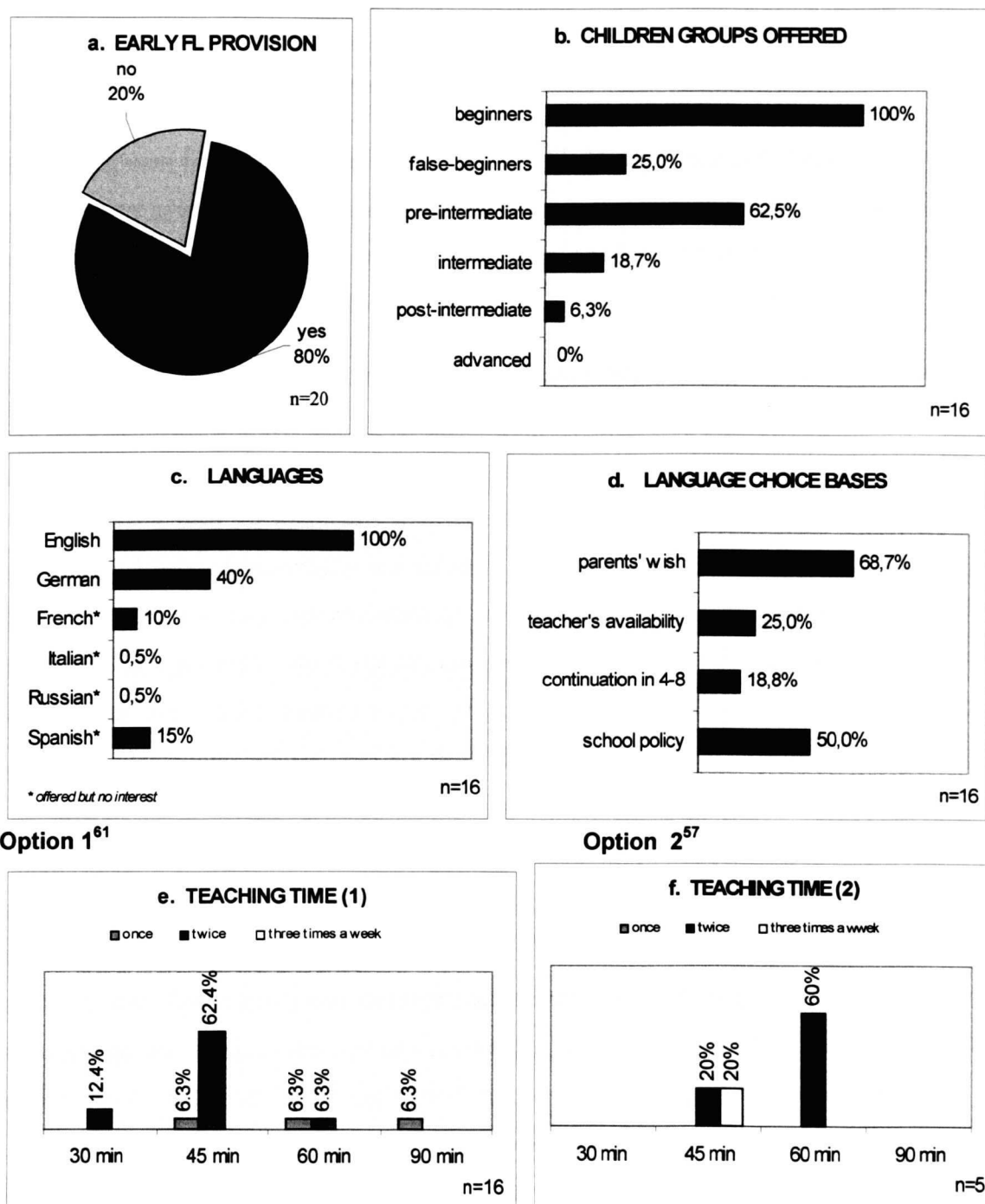
Figure 4-8 Elementary school headteachers' characterisation of early FL provision offered in their school in 1998/99



Note: In figures b, and c the percentages do not total 100. Multiple responses possible

⁶⁰ In 27 schools two time/frequency options were available; typically compulsory FL provision (listed as option 1) was less intensive than those offered as club (afternoon) FL courses. In some schools there was also a difference between provision in to younger children (class 1 and below) and in these from higher grades (classes 2-4). A clear description is not possible because not all schools have supplied information how the two time options differ in their case.

Figure 4-9 Language school headteachers' characterisation of early FL provision offered in their school in 1998-2000



Note: In figures b and c the percentages do not total 100. Multiple responses possible.

⁶¹ In five schools two time/frequency options were available. The longer/more frequent is listed as option 2.

In addition parents can enrol their child in a language school course, available in 16 out of the 20 schools researched (Figure 4-9) or council leisure centres and youth clubs (not studied here). Alternatively they may be involved in private home tuition taking place either in their own or the tutor's house.

The predominant language taught as part of early FL learning is English and some schools provided instruction in two or three languages. Both in elementary and language schools the decision about the FL has been made mainly on the basis of the parents' wish (client's demand) and/or on the school policy.

In the majority of schools only one time option is available and FL courses for children are held once or twice a week for 45 minutes. While a limited time for FL study is fairly justified in FL-P schools (limited resources, shortage of teachers, etc.), one may wonder why it is also a case for extracurricular teaching; in other words why the FL courses for children organised commercially are so short and infrequent. One suggestion offered by the headteachers is that parents want to keep commuting to and from school to the minimum. They generally welcome the idea of shorter but more frequent classes provided they fit into the school timetable (i.e. FL classes after the lessons), yet this is rarely possible in elementary schools and not possible at all in the cases in which FL courses are organised by the language schools. Most parents do not like the idea because in practice it would mean that they would have to bring a child a couple of times per week to school, wait for him/her till the classes are over, and bring him/her back home. Bearing in mind that many children are involved not only in FL instruction but also in sports and arts activities, very few parents can manage such an arrangement. Another reason offered by the headteachers is that of the cost of FL courses. Much as the parents seem convinced that early FL study is beneficial for their children, they are reluctant to pay exorbitant fees for FL study of their very young children. Their possible argument may be that at this stage FL learning is '*only play*' and the time for a more serious (and more costly) study will come later.

Still, the courses for children are far from being cheap. Apart from the FL lessons that are a part of compulsory teaching in elementary schools or private elementary schools in which the FL fee is included in the overall school tuition fee, all other FL programmes are fee-

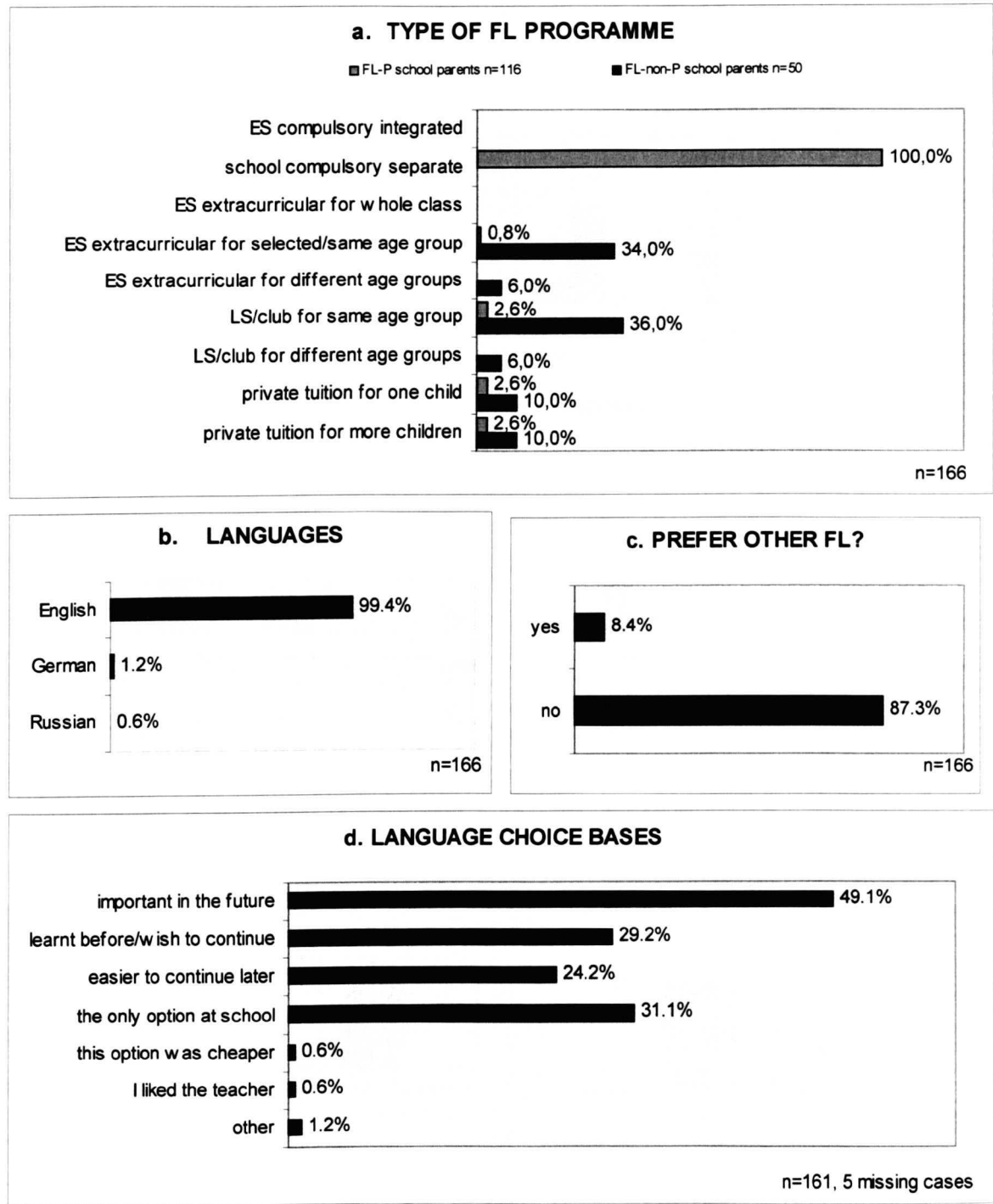
based. The annual charge varies from 50–300 Polish zlotys⁶² in elementary schools to 420–1600 Polish zlotys in language schools. In 1999-2000, FL courses in language schools were on average five times as expensive as those organised by elementary schools (the mean for elementary schools = 169.58 PLZ per year ($n = 12$, $s.d = 88.07$); for language schools = 802.67 PLZ per year ($n = 15$, $s.d. = 338.01$). If two fee options are available, the cost depends on the group size, frequency and length of lessons, and it is also higher if paid in instalments.

As declared by the majority of elementary school principals (79.3%), the students will have an opportunity to continue learning a given FL. Only one headteacher has said that the FL is definitely not going to be continued, the rest (17.2%) do not yet know for certain. As for the language schools, the headteachers declared that the schools are able to provide early FL instruction at any level. Yet, a very common problem is to find enough young students at post-beginner level, so the most common options have been to provide children's groups for beginners (false-beginners) or pre-intermediate. More advanced children courses are currently offered only in three schools. In others, due to the small number of students, children who are more proficient in an FL have been mainstreamed to teenage FL groups. The declaration is, however, that provided the young children wish to continue learning they will be able to do so in children groups (87.5%) or teenage groups (12.5%). I have to say that it seems strange to me that so many children start learning an FL very early but that there is no evidence that they continue doing so. If there are chiefly beginner and pre-intermediate FL groups only, where have all those children from previous years gone?

To support the picture of early FL provision provided by the headteachers, let's consider the information provided by the parents. The data summarised in three figures (4-10, 4-11, and 4-12), is on the whole convergent with what has been said above so I will not go into detailed description. However there are a few new aspects worth pointing out.

⁶² As for 1999, average nominal annual salary in enterprise sector (including obligatory social insurance premiums) in Poland was 21901.58 PLZ (Polish Official Statistics at WWW (<http://www.stat.gov.pl/english/>); the average annual exchange rate in 1999 was 1 British Pound = 6.3885 Polish Zloty (based on the estimated price based on daily US dollar rates from WWW conversion tables at WWW (<http://www.oanda.com/converter/classic/>)).

Figure 4-10 Parents' characterisation of their child FL involvement— general information on FL instruction



Note: In figures a, b and c the percentages do not total 100. Multiple responses possible. ES= courses organised by the elementary school; LS= courses organised by the language school.

Figure 4-11 Parents' characterisation of their child FL involvement—time and frequency of lessons

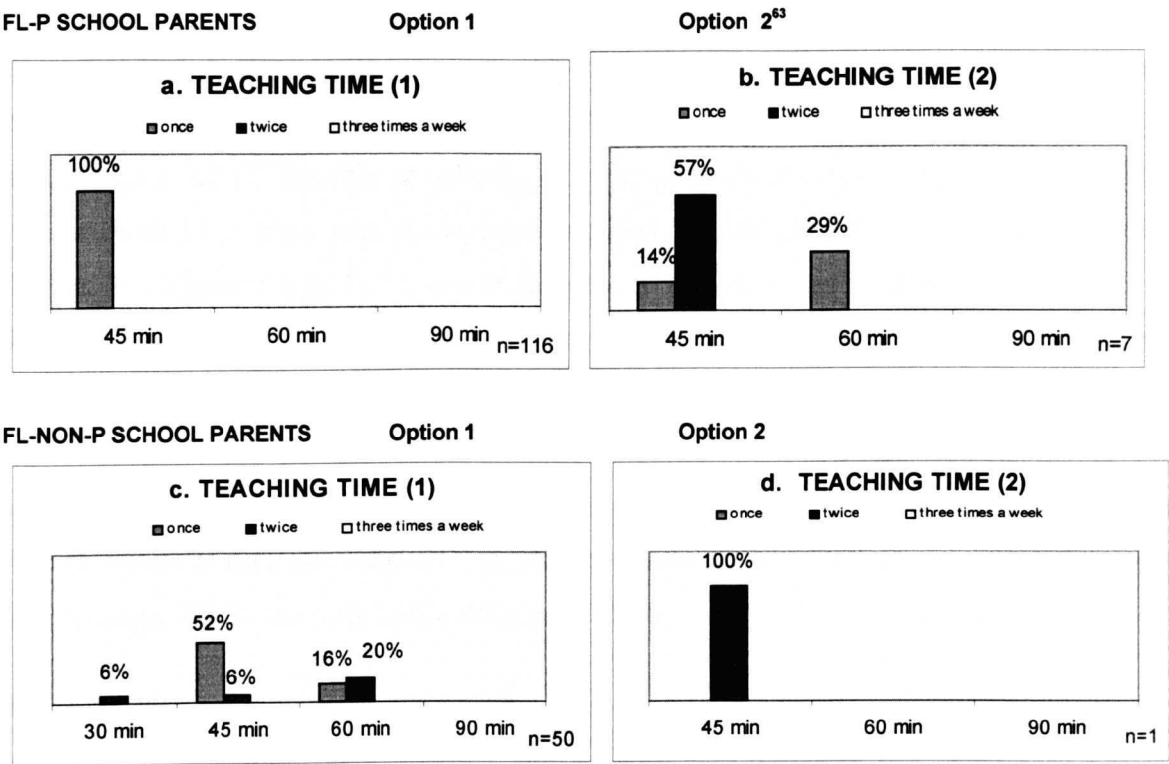
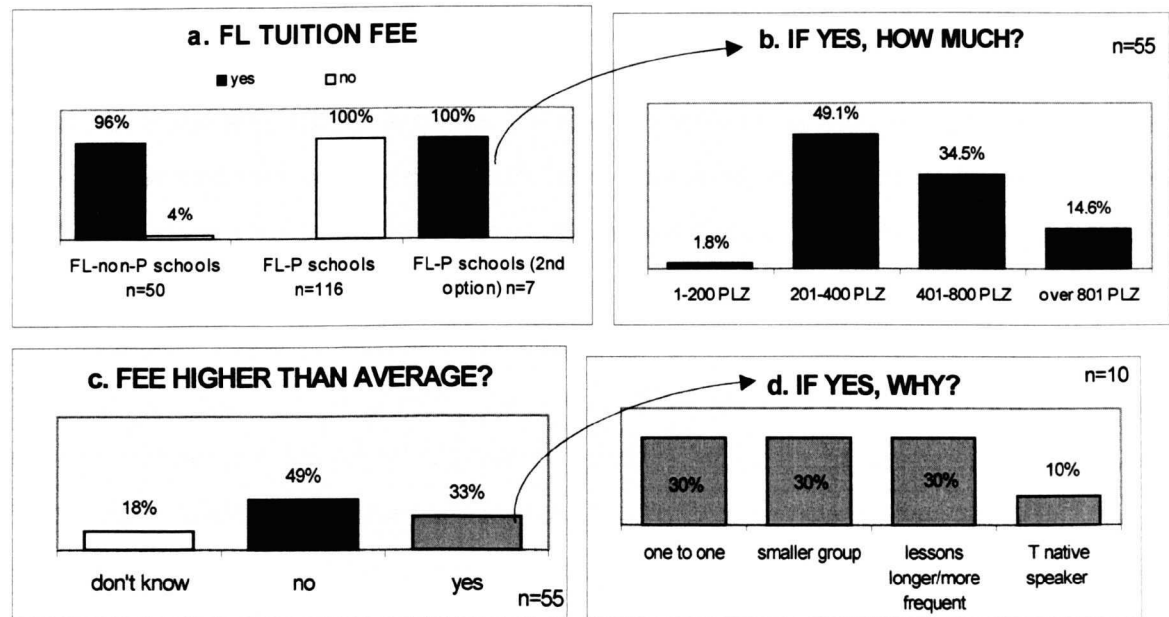


Figure 4-12 Parents' characterisation of their child FL involvement—fees for FL instruction



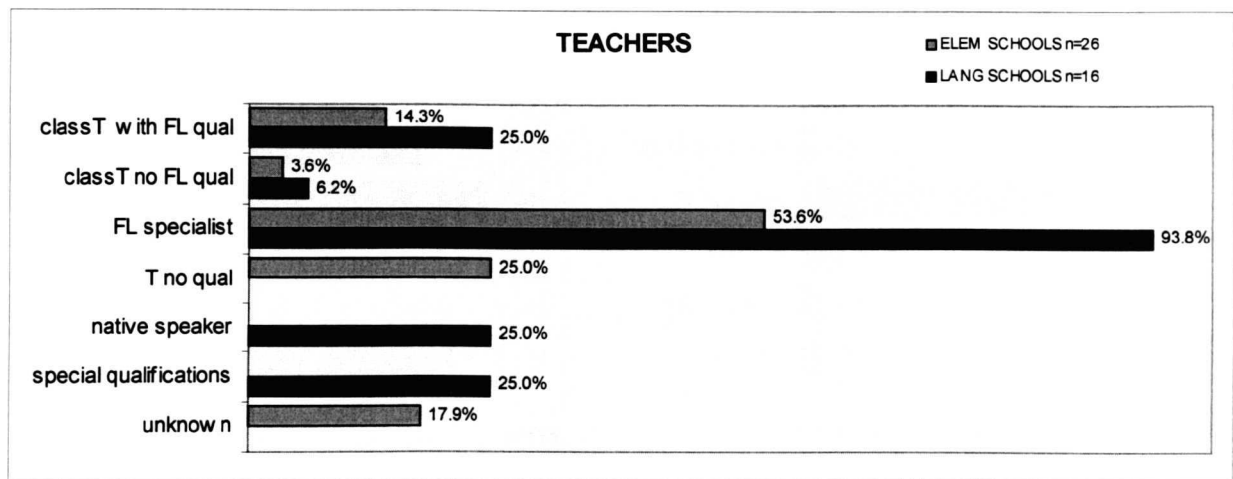
⁶³ Option 2 relates to children involved in two courses in FL1 or when a child learns two/three FLs

First, despite a common belief, private tuition is not a popular form of teaching to young children and only 9% of children learn an FL in this way. One explanation for that may be that this form of instruction is one of the most expensive. Or maybe the parents do not think that this is going to be efficient with young children whose learning relies so much on play and interaction with other children. Second is that almost all children from FL-P schools learn an FL entirely at school—only seven children (including the two learning two or three FLs) from that group were engaged in additional FL instruction elsewhere (option 2 in Figure 4-12). In FL-non-P schools, on the other hand, children are involved in a variety of courses either organised by their school or at a language school or a club, yet the time spent on FL study is equally limited—on average 45-50 minutes per week. Only one child from that group attends an English course both at school and in a language school. This may support what I said earlier that the parents may think that FL learning at school, however limited, *‘must do’*, i.e. in the situation when they are constrained by time and finances, this is the only option they can follow.

Teachers involved and their evaluation

As far as the teachers are concerned, the headteachers indicated that more than half of elementary schools FL programmes are taught by FL specialists (Figure 4-13). The number of unqualified teachers (25%) and EY teachers with no FL qualifications (3.6%) also comes as no surprise. In the language schools, on the other hand, FL specialists and native speakers are mostly involved in teaching FL to children. Only in four cases FL teachers possessed additional qualifications to teach children (EY teacher training, YL TEFL Certificate), and five school employs EY teachers with or without FL qualifications. The headteachers said that alongside formal teacher qualifications to teach an FL, what counted for them is experience in teaching young children and some personal qualities in a teacher (*‘a teacher must love children’*, *‘...must be patient’*, *‘...must have a positive attitude towards that sort of work’*). Moreover, three language schools have special requirements as far as the teachers are concerned. One required all teachers to undergo Callan method training, another one employed only native speakers, while the third school employed only Polish teachers with the double certification (MA in English from Poland and CETL/CELT Young Learners examination) or native speakers.

Figure 4-13 Teachers involved in early FL teaching (as indicated by the headteachers)

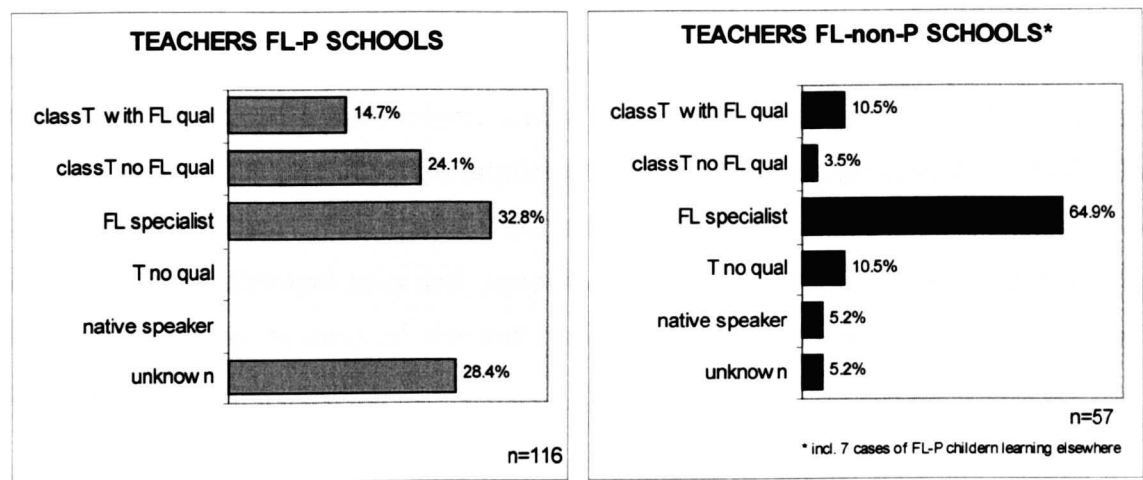


Note: The percentages do not total 100. Multiple responses possible. The percentages do not denote the overall numbers but the occurrences of certain types of teachers within a school.

My assumption that the two types of institutions should differ in terms of the type of teacher they employ and that the conditions of work differ, too, is not supported (see Table D-2 in Appendix D). Of course, the better pay offered in the language schools does attract more teachers with full teaching qualifications, while the elementary schools principals have to rely on the staff available to them, even if not fully qualified. For example they offer additional hours for EY teachers for whom they are not able to guarantee a full teaching load. Yet, the fact is that both institutions are the same in terms of the FL programme offered. They do not need different staff because in both of them an FL is taught as a subject disconnected from the rest of EY curriculum. While it is probably justified for extracurricular teaching, it is regrettable that the schools that have introduced compulsory FL teaching in classes 1-3 have not attempted to embed an FL into the EY curriculum, which formally is supposed to be integrated. My guess here, supported by the information provided by the teachers (see section 4.3), is that neither FL nor EY specialists are capable of doing that due to the absence of adequate training. And as evident from the discussion above, this deficiency is definitely mirrored by the early FL programmes currently available on the Bydgoszcz educational scene.

The image emerging from the information provided by the parents (Figure 4-14), on the other hand, suggests that if a child learns an FL as a compulsory subject at school s/he is likely to be taught either by an FL specialist, a classteacher with FL or without FL qualifications. If a child learns an FL extracurricularly, in a language school, a club or even elementary school, s/he is most probably taught by an FL specialist.

Figure 4-14 Teachers involved in early FL teaching (as indicated by the parents)



Yet, I would be very cautious about relying on this picture. First, the data provided by the parents does not match the information I was given by the headteachers at the time of survey administration. This may suggest that some FL-P and possibly some FL-non-P parents might be misinformed about this issue. That alongside the fact that as many as 21.7% of parents (i.e. one third of FL-P school parents) have been unable to indicate what qualifications a teacher who taught an FL to their child possesses, may be symptomatic. Parents' lack of knowledge is not a problem in itself since after all they are not obliged to know exactly who teaches an FL to their child and what qualifications s/he has. Most of them would probably trust school administrators since once they employed a teacher then it may be assumed that s/he must be qualified to do so. Yet, it may be indeed telling us something about parent-teacher relationships, especially in FL-P elementary schools. Informal conversations with the teachers suggest that neither the school administrators nor the classteacher familiarised parents with the basic facts about the FL provision, such as who is going to teach it and how⁶⁴. In actual fact in some cases it was **during** the survey administration that the classteacher informed them about this. Since the survey was administered in October-November—only two-three months after FL instruction commenced—maybe there was not time to do this. Since FL teaching is a new subject and in fact is not compulsory as part of EY education, it would be advisable that school administrators take more care to inform parents about goals and organisation of FL instruction.

⁶⁴ NB. During the survey administration many parents were not aware if their child was involved in compulsory or extracurricular learning, with the official progress assessment, etc.

There is also a possibility, however, that the contacts between FL teachers and the parents may be generally hindered because of an overall organisation of EY education in Poland. Both in the kindergarten and classes 1-3 there is a strong 'one-teacher-one-class' tradition. Thus, introduction of a new subject taught by a separate specialist would require some consideration on the part of school administrators how the FL teacher may be 'pulled into' the existing structures. For example, parent-teacher meetings are usually arranged only with the classteacher and so-called 'open door' meetings ('*drzwi otwarte*'), during which they have a chance to meet all teachers from the school, are infrequent or a non-existent part of EY education.

Such conclusions seem to be supported by comments expressed by some parents in the survey comments section (see details in the section below). The picture that we get from them is that the parents are very critical about numerous issues, for example the method used by the teacher, the choice of textbooks or too hasty or inappropriate introduction of literacy skills. None of the comments, however, indicate that the parents attempted any contact with the teacher so as to explain or improve the situation.

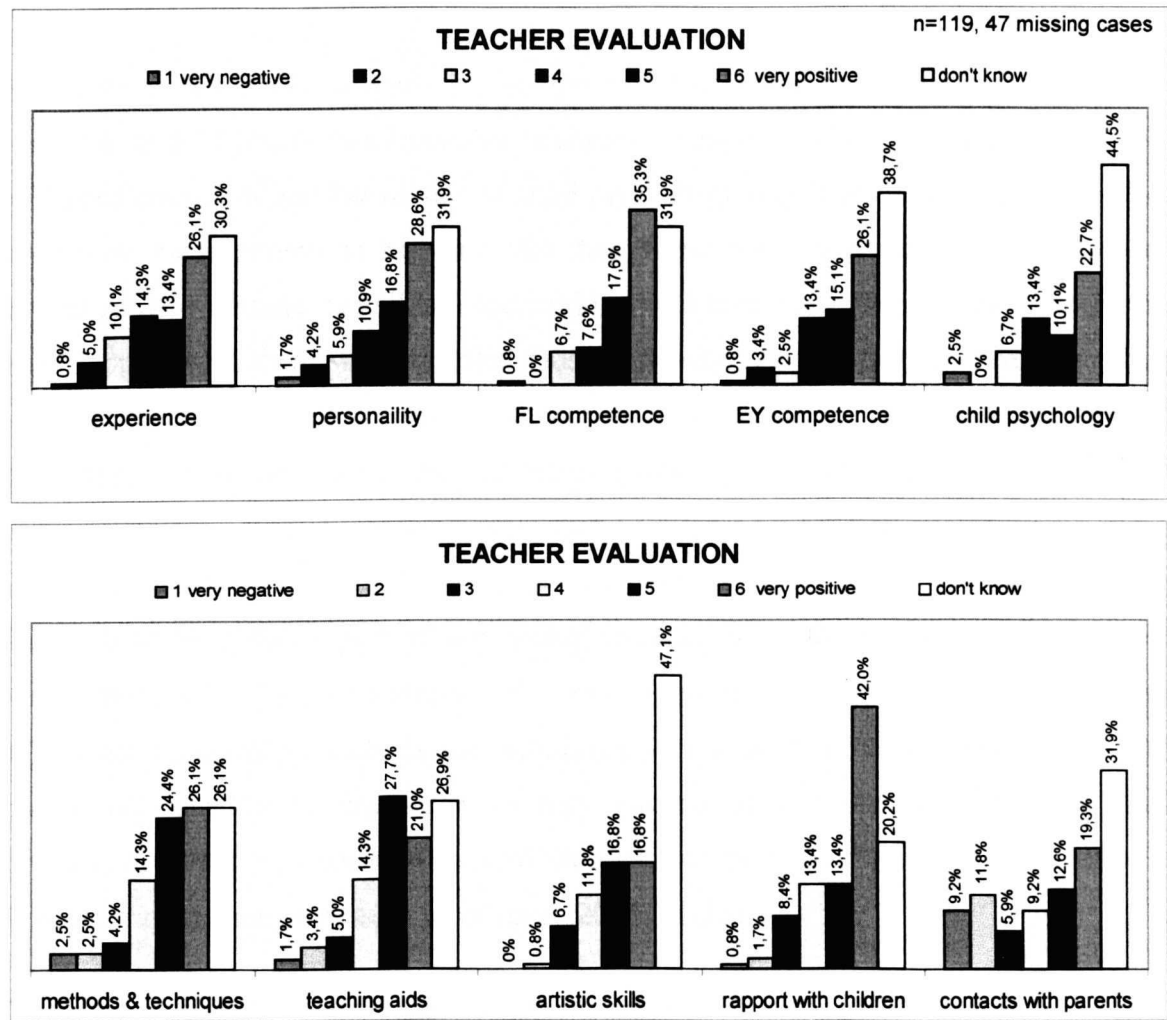
The finding that the parents were not well informed may prove problematic since it often results in parental displeasure and withdrawal of their children from FL instruction (Heining-Boynton, 1990). Parents should be clear about the FL programme goals and what progress they may expect their children to make (Curtain and Pesola, 1994). It is vital, too, that they are encouraged to take a more active role in their child's language learning (Brewster and Ellis, 2002, see also discussion on page 175ff). Moreover, the fact that the classteachers were usually not informed about the organisation of FL instruction is in my opinion quite symptomatic as far as FL specialist-classteacher contacts are concerned. As I have described in sections 2.10 and 2.11, smooth cooperation in the parent—classteacher—FL specialist triangle is important for the success of early FL instruction.

For the same reasons parents' evaluation of skills and competencies of FL teachers also proved to be problematic. In the majority of cases the parents who were unable to name the qualifications of the person teaching FL to their child could not offer any evaluation of his/her teaching skills and the cases had to be excluded⁶⁵. As evident from Figure 4-15, one

⁶⁵ The parents were asked to rank ten teacher features on the semantic scale from 1 = *very negative* to 6 = *very positive* and ? = *don't know* (coded as zero). In the cases in which the respondents answered at least two questions I coded the remaining ones as 'don't know', while the cases in which respondent circled only 'don't know' were coded as missing (47 altogether).

third of the parents were unable to evaluate the teachers instructing their child suggesting, as discussed above, that they are simply not familiar with him/her. The relatively low number of ‘don’t knows’ to question 9 (‘teacher’s ability to establish good rapport with children’) and a very high number of very positive answers may be an indication that the most parent are only able to express a very general opinion about the teacher, e.g. ‘a teacher is nice’ or ‘my child likes him/her’, without much consideration of the qualities that make him/her so.

Figure 4-15 Parents' evaluation of teachers involved in early FL instruction



Yet it must be remembered that missing cases and ‘don’t knows’ may be equally informative as evaluation provided on the numeric scale. I have assumed that few parents based their opinions on direct observation of teacher’s classroom behaviour since it is not very realistic for parents to have a truly intimate view with what goes on in their children’s classrooms. Parents’ opinions are most probably second-hand, based on what their child

has told them, what his/her progress in an FL is and what the child's attitude is towards an FL. Thus rather than for precision, I was looking for possible sources of problems.

In Figure 4-15 we can see for example that the teacher's ability to establish good contact with parents have scored the lowest. The opinions here are quite polarised—the answers are almost entirely either positive or negative—and very few parents have stayed neutral on this issue. What is interesting, the positive answers come entirely from parents whose child learns an FL extracurricularly (see also Table D-3 in Appendix D). Such results are not surprising in the light of what I have suggested above that opportunities to establish good contacts with FL teachers in elementary schools.

Furthermore, while the teacher's FL competence has scored relatively high (17.6 % of 'positive' and 35.3% of 'very positive' answers), competence in EY pedagogy has been evaluated rather low and knowledge of child psychology very low. We may only speculate what have made parents to response like that. These answers possibly reflect teachers' overall positive attitudes to children and working with them since their ability to establish a good rapport with them was evaluated most positively. Yet, possibly there is something about the teachers' choice of methods, classroom management and other teaching practices that made the parents think that teachers' knowledge of child psychology and EY pedagogy is low. It is also worth noting that only teachers holding qualifications in EY education had their artistic skills evaluated positively (see Table D-4 in Appendix D). As for FL specialists, this aspect of their expertise seems to be their 'Achilles heel' since it scored the lowest of all ten features. Yet, since FL specialists scored very high on the use of appropriate teaching methods and techniques, it may be that they compensate for their (presumed) inability to sing, draw or play musical instruments in other ways. Such conclusion should, of course, be treated with caution bearing in mind the limitations of rank order items (see discussion in Dörnyei, 2003: 54-55).

Another overall impression is that the parents are slightly more satisfied with the teachers if a child learns an FL extracurricularly (see Table D-3 in Appendix D). Either their relations with the teachers are closer or parents have more control over who teaches their child—the reasons are not clear. It may be true after all that if FL provision is organised commercially, the organisers are able to employ more qualified staff.

There is still another explanation for the lower scoring of teachers in FL-P schools. This result may be an indicator that FL teachers manage reasonably well when teaching as part

of extracurricular or private tuition. Yet when they are involved in teaching an FL as a compulsory subject in elementary schools, where they have to comply with EY education ethos, deal with the limited time allocated to FL study and scarce resources, their skills and competencies are less sufficient. When an FL is yet another subject taught as part of EY education, parents may also be tempted to make comparisons between skills, competencies and attitude of a classteacher and those possessed by a FL teacher, and the evaluation is not so positive.

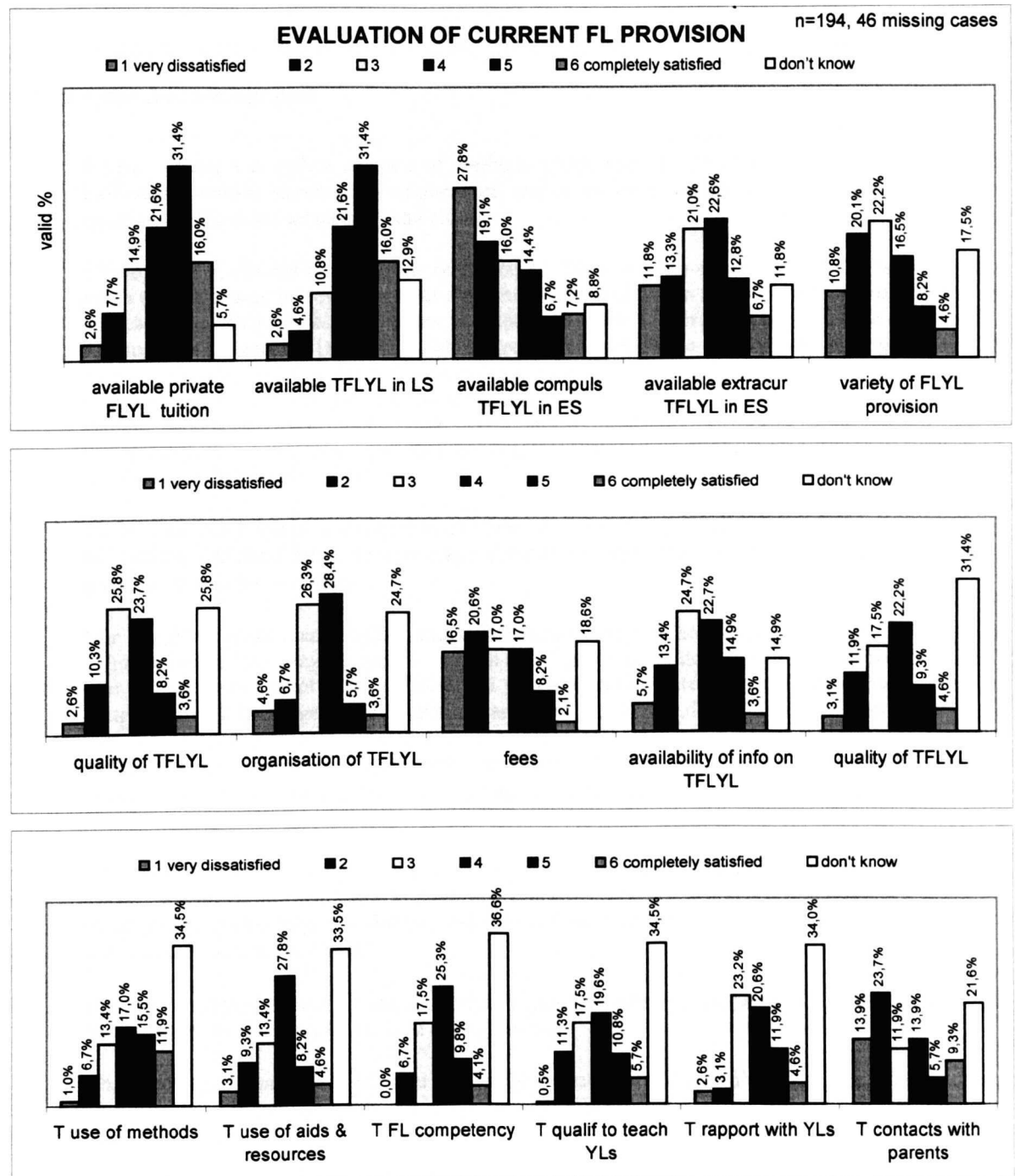
Overall evaluation of early FL provision

It is not therefore surprising that the overall evaluation of the *status quo* of early FL teaching is not positive (Figure 4-16 below⁶⁶). Obviously those parents whose children do not learn an FL are the least satisfied with provision (see also Table D-5 in Appendix D). Even though some parents, as in the previous cases, were unable to express their opinions on more specific issues, the answers provided cast some doubts about the state of early FL provision in Bydgoszcz.

We may ask, for example, whether it really matters that private tuition and extracurricular teaching in elementary and language schools is widely available, if the high fees are perceived as a problem, and the availability of non-fee-based courses at schools is so low? Does it tell us something about the teachers involved if more than one third of the parents had no opinion and about 10% expresses negative opinions of the teacher-related features (questions 10-16)? Is it important that 38% of them evaluated their contacts with FL teachers very negatively? Is it a good sign that only 15% of parents assess teachers' FL competence positively?

I believe that parents' evaluation might be a signal for teacher training course providers that the teachers involved in teaching an FL to young learners are far from being uniformly good. Some of them clearly need some support in the further development of FL skills, others are lacking in primary FL teaching methodology, while probably most teachers would benefit from training courses on how to develop successful home-school relationships.

Figure 4-16 Parents' evaluation of the current early FL provision



Note: ES=elementary school; LS=language school; TFLYL= teaching foreign languages to young learners (YLs)

Such conclusions are supported by comments provided by some parents (n=30) in the comments section, where they are very critical about the methods used by the teachers: a

⁶⁶ The cases in which a parent gave the answers to at least two questions all the 'empty' cells have been coded as 'don't know'. The cases in which respondents circled only 'don't know' categories or the ones in which no answers were provided were coded as missing (46 altogether).

grammar-translation rather than communicative approach, a poor choice of textbooks, too hasty or inappropriate introduction of writing in an FL to children that cannot write in their L1, the teachers' poor effort to sustain children's motivation and interest in learning an FL. Here are just a few examples:

I have noticed a complete absence of methods which aim at increasing my child's interest and motivation; making learning fun on one hand, and on the other, methods that are more effective [in terms of the FL skills acquired by the child].

I have some comments on a number of things: 1. [There is] Too much emphasis on writing – too much time is wasted on rewriting texts from the blackboard. 2. An array of the textbooks chosen by the teacher and their prices are not compensated for by very low progress [made by the children]. 3. The methods of teaching [are] very unattractive and unimaginative—lessons are lacking in play and games—often boring. 4. A lot of rote learning—my child cannot build even a basic sentence on her own; vocabulary is not taught. A child at the age of 10 should be able, in my opinion, to say short, simple sentences, even with some grammatical mistakes; a simple conversation, even ungrammatical, is more interesting than not being able to communicate at all because of the lack of vocabulary or basic structures.

There is too much stress on the grammar! I think that at this stage teachers should devote more time to teaching communication, to encourage children to express themselves in a foreign language; grammar should be secondary.

Our daughter attends an English course (extracurricular) at her school. The groups comprise children from different age groups, (...) from the 1st grade and older. The age groups are too mixed. The younger ones cannot write in Polish and yet are made to write in English (describe a picture or things). Foreign language learning should start at the age of 5 and should involve a lot of play and games (...) Later [the FL] learning should be integrated with other school subjects, for example Polish language arts, science, geography, music, etc. As it is now—two hours per week, a lot of grammar, no games, very passive— it is totally ineffective. I do not see either that my child is motivated to learn or that she can see her progress—some 'fruits' of her work.

The teacher after an introductory session that aimed at establishing if the children had had any contact with a foreign language, is now, unfortunately, teaching without differentiating instruction to adapt it to mixed language abilities and skills of the children (...). All children, from grade 1 to grade 3, use the same textbook!

The teacher should be using more audiovisuals [teaching aids and handouts] so that the child might be able to revise the material covered during lessons.

The lesson time should be used more efficiently so that my child doesn't need to spend hours doing his homework. Individual study at his age is very difficult and I am not able to help him with his English.

Other comments tackled issues such as the poor organisation of FL courses, particularly with very limited time devoted to FL learning, lack of articulation, the fact that FL teachers change very frequently, and very high fees as opposed to the quality of instruction. The following three comments provided by the parents illustrate how problematical the situation can be:

My older daughter was learning English in the primary school because it was compulsory; in the vocational school it was Russian and now in the technical secondary school she is learning German. I have a question to Polish pedagogues, is such foreign language learning logical? She's been already learning three languages in only 10 years. Does she speak any of them?

My child has been learning an FL since the age of 5. What frustrates me all the time is that even though I've been paying awfully lot for all those FL courses or even recently private tuition, I do not get what I want. Every year, no! every semester he has a different teacher, usually some student or a teacher straight from a [FLTT] college—a thing I cannot complain about because that is usually the only teacher available. The teachers do not bother to see how much my child already knows so he has to repeat the same stuff over and over again. Consequently even though he's been learning for five years, he cannot communicate even about basic things.

1. 'A free market' has resulted in a fashion to organise fee-based foreign language courses in many educational institutions (kindergartens, schools, etc.). In my opinion it is typical 'mass-production'.
2. As a rule, the teachers are students who want to earn some money in the mornings or afternoons. **The quality** [of teaching] = the teacher's ability to **impart knowledge** (sic!) to children, is poor. (emphasis in original)

Obviously, one has to be careful not to get a misleading picture from the comments provided above. The fact that all of them are rather critical may not be so much a result of a very dramatic situation in FL teaching, but that frustrated parents were simply more eager to share their opinions. The parents that were more or less satisfied with the services offered (see Figure 4-16) may have chosen to give their positive judgement in the answers to the survey question rather than in commentary. Nonetheless these negative opinions seem to imply flaws in the professional preparation of the teachers.

Yet the criticism of early FL teaching organisation and FLTYL teacher trainers, is worthy of reflection:

Moderately speaking, the quality of those courses is **varied**. You know what it is like...

My observation is that at the moment there are many teachers at schools who are ... simply not prepared well, especially as far as [foreign] languages go, it is a utter horror.

I have observed this 'teaching' on various courses and its amateurishness ... when some 'accidental' people were teaching children. And I think that the biggest harm you can do is to let some dilettantes, some teachers who are not sufficiently trained, to teach in Early Years. Those teachers now, they don't know the phonetic system of a language, grammar, etc. and claim that it will be corrected later.

There would appear to be tacit agreement among the trainers that the younger a student the more 'accidental' (employed haphazardly) the teacher. The trainers seem to be aware of the fact that teacher supply is limited and there is inadequate preparation, both linguistically and pedagogically. Yet, as already mentioned, as long as early FL teaching remains the domain of the private sector, teacher training institutions are under no obligation to provide FLTYL training.

To conclude, the information presented in this section has following implications for the FLTYL training:

- Early FL provision is very restricted in terms of the variety of programmes. The provision is limited, no matter its official name—compulsory subject teaching, extracurricular, club, etc.—to teaching an FL as a separate subject. Other programme options portrayed in the literature, from FL awareness raising to total immersion are non-existent on the Bydgoszcz educational scene. The reason for that, I assume, is that the programme providers, the teachers involved and programme recipients are not aware of various early FL programme types and how to implement them in practice, and thus FL subject-teaching seems the only option.

- The lack of embedding an FL into the rest of EY curriculum alongside very limited time devoted to FL, raises serious doubts about the effectiveness of such teaching. One cannot claim high results if children on average spend one or two 45-minute lessons learning an FL. Even though I think that the organisers of instruction may take into consideration children's short attention and memory span, and many wish to increase both the time and the frequency of lessons, the practicalities prevail: the staffing for more intense FL study is problematic; more frequent lessons involve higher fees and more time is spent transporting the children, etc. Yet, few solutions to these problems can be offered without considering teacher training provision, which would result in sufficient number of teachers prepared for teaching in various contexts and conditions.

- The parents' evaluation of the teachers' personal traits and professional skills is not clear-cut. It appears that their view is while there are quite a few good teachers there are also many whose skills are judged 'mediocre'. According to the parents, teachers have a lot of good will—their personality and rapport with children has been judged favourably. And yet parents consider they lack at least some of professional skills required from a FLTYL, such as the competence in EY pedagogy or child psychology. Even though there are subtle differences, nevertheless it seems that the parents are not fully satisfied. This is true regardless of the type of programme a child is involved in (compulsory at school, extracurricular or private tuition). The teacher's formal qualifications have not played a significant role in the way the parents evaluated their performance.

- Since good cooperation with parents is an essential element of successful FL provision (Curtain and Pesola, 1994; Brewster and Ellis, 2002), it is worrying that the parents express such negative opinions about teacher-parents contacts. It seems that this aspect of teacher preparation is neglected and more attention should be devoted to it.

- The problems of continuation of FL study, caused by the fact that not all children are involved in FL learning, are worsened by the lack of quality standards among different FL programmes. The polarised opinions of the parents on the quality of teaching may indirectly support my everyday observation that some children who started FL learning in a kindergarten may be fairly advanced once they reach the official FL learning starting grade 4 while some others know virtually nothing. Whilst extracurricular FL learning may be a solution if not many children are involved, it is problematic if children in vast numbers learn an FL and there is no systematisation among what is being offered in different forms of instruction. I would argue after Maley (1993:3) that ‘there is a crying need for the “professionalization” of this new field of language teaching’ and the FLTYL training plays a vital role in it.

So what are the needs are in terms of future FL programme offering and the teacher training for that.

4.1.3. Future needs

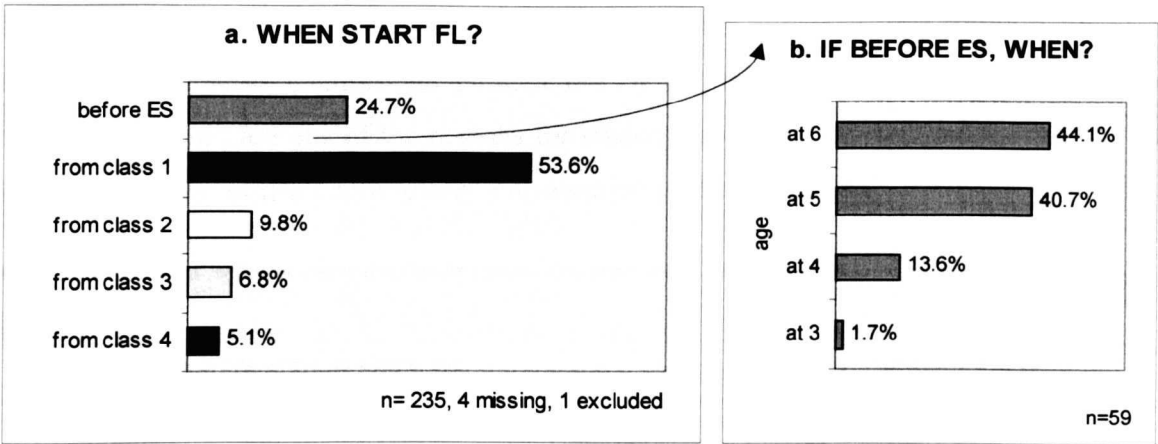
What sort of provision is needed?

The first important decision for teacher training provision concerns the age at which FL instruction should start. According to the parents’ voice, we should definitely provide teacher training for teaching FL for grades 1-3 of the primary school—53.6% of the parents opted for the FL start at the first grade of the elementary school (Figure 4-17). Moreover, since as many as 25% parents believe that FL should start at the age of 6 or even earlier and, as discussed earlier, the majority of the kindergartens provide FL teaching anyway, we will also need a substantial number of FL teachers trained in the pre-school education.

As for the sort of provision that would be preferred, the overwhelming majority of the parents opt for FL learning integrated with the rest of EY curriculum (Figure 4-18). It is not clear whether the parents have understood the term ‘integrated’ in the way EY educators in Poland use it (see section 2.3), denoting a special type of instruction. Yet, since the ‘philosophy’ underpinning the 1999 reform of Early Years education received much media coverage (and, as I was informed, some information was also disseminated at the survey schools), it may indeed be the case that that some parents opted for ‘integrated FL instruction’ meaning FL instruction embedded into the mainstream curriculum. It is

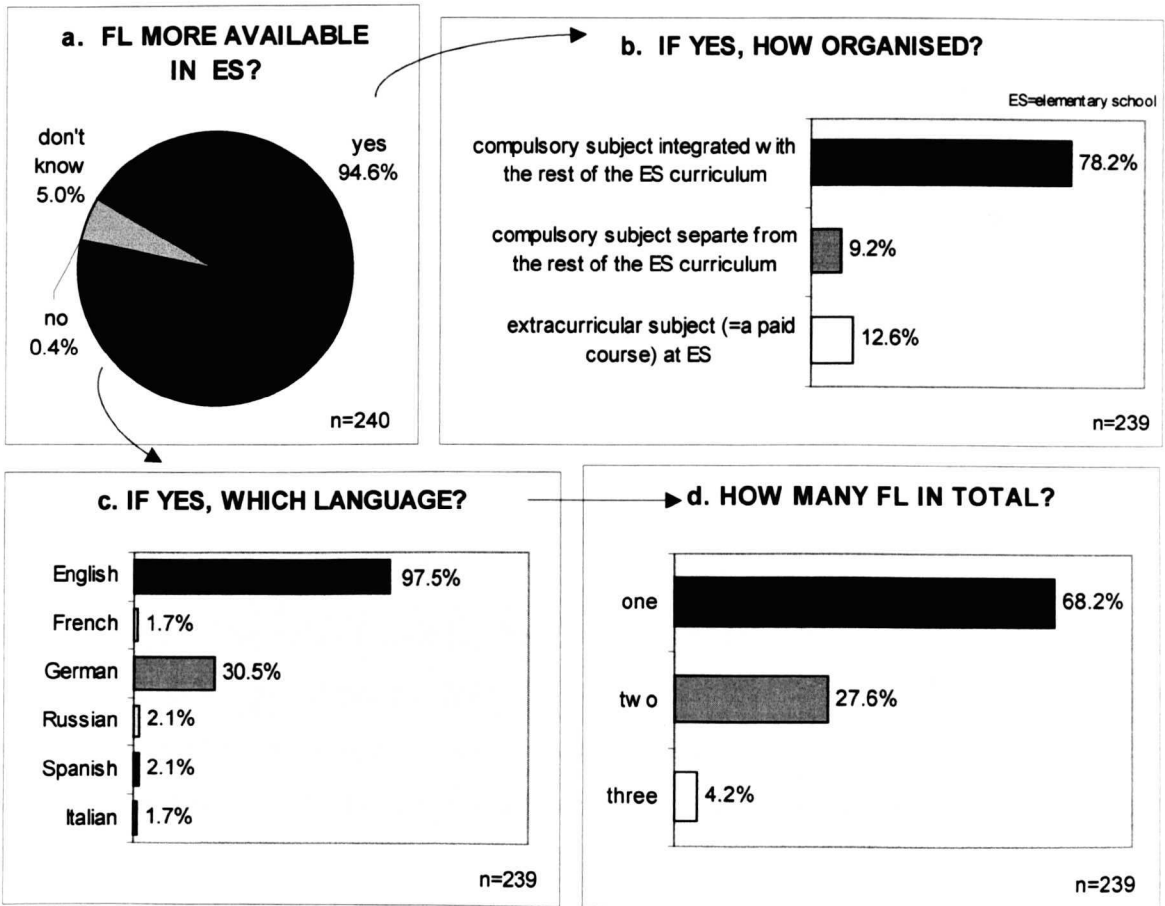
also quite symptomatic that as much as one third of parents believe that children should learn two FLs as part of EY education, preferably English or German.

Figure 4-17 Parents' opinion about the optimal age for starting FL instruction



Note: ES = elementary school

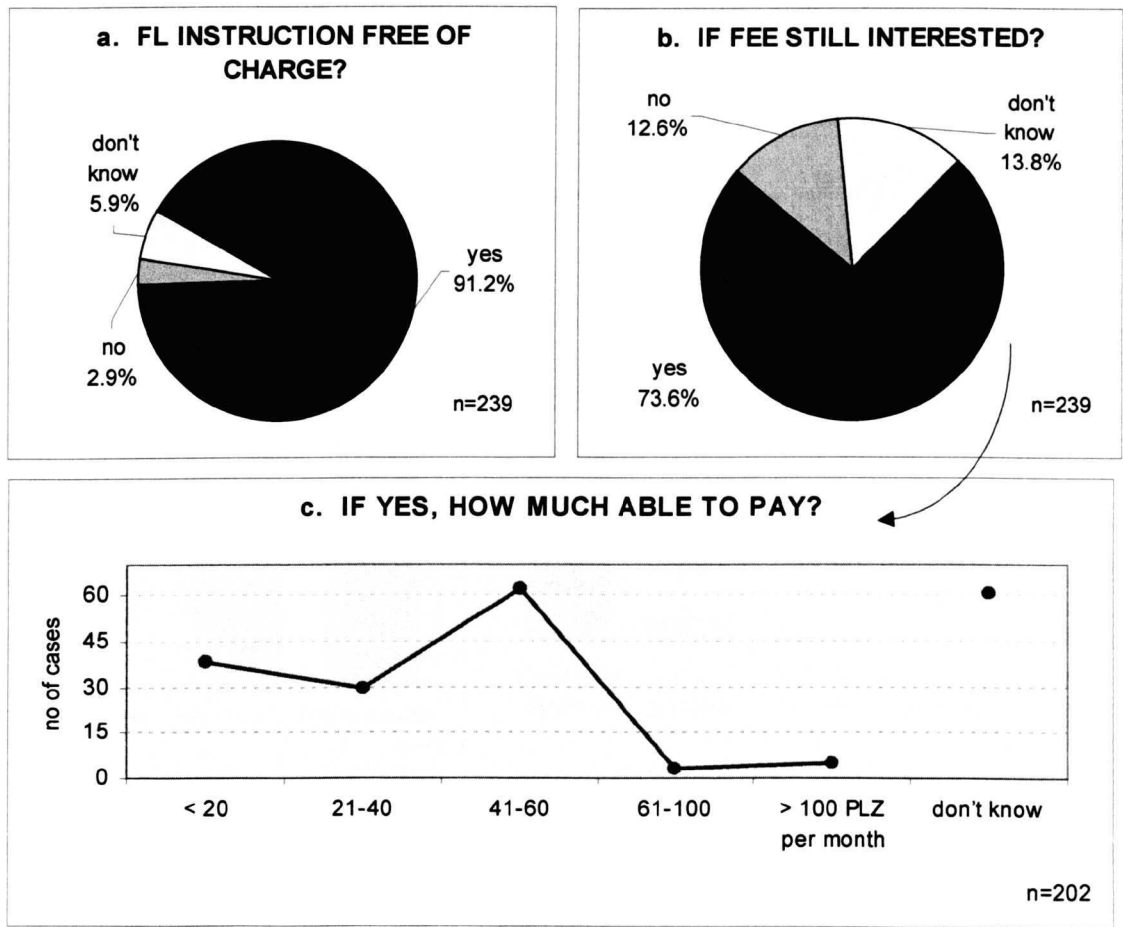
Figure 4-18 Parents' opinion about the future needs—organisation of early FL instruction



Note: In figure 24c the percentages do not total 100. Multiple responses possible.

Unsurprisingly, the majority of parents also think that FL instruction should be free of charge (Figure 4-19). And yet, being aware of the difficult financial situation in many elementary schools, many of them are willing to contribute towards the FL tuition cost—from 5 to 200 Polish zlotys per month, which is comparable to what they have to pay now for the FL courses organised by commercial institutions. However, this solution has to be exercised with some caution. As pointed out by the teachers interviewed, the fees, no matter how small, are one of the reasons for student drop out, and eventually changing the status of the subject from compulsory into elective (extracurricular).

Figure 4-19 Parents’ opinion about the future needs—FL instruction fees

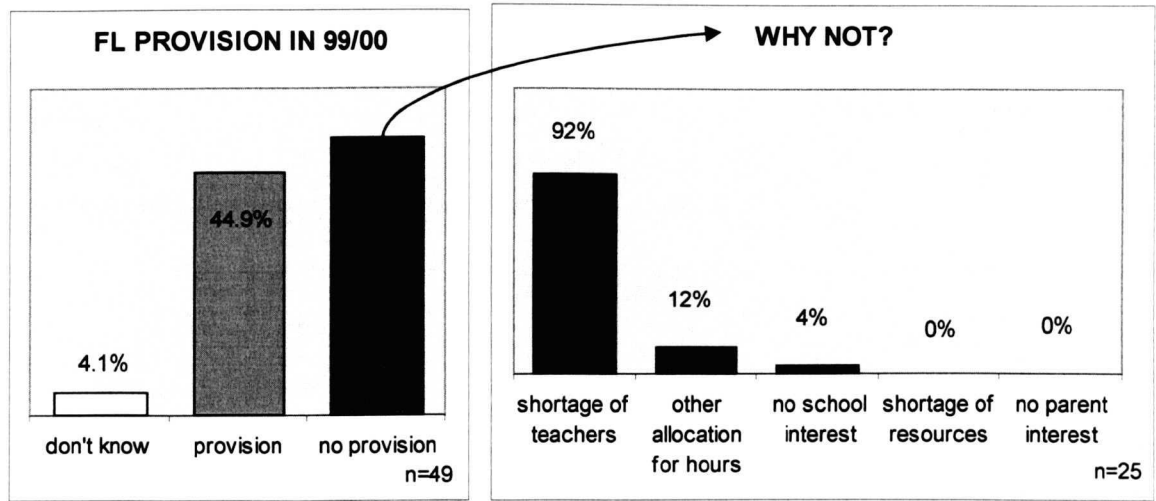


Nevertheless, in the light of what has been said before by voting in favour of compulsory, free-of-charge FL provision, parents may have hoped that by involving all children from the outset of elementary school would make it easier to ensure the quality of teaching, continuation with the FL learning at the later stages and a more sensible scheduling. On the basis of FLES experiences in the USA (Heining-Boynton, 1990), we may also speculate that parents might be in favour of FL learning in state schools since they often regard this

type of provision to be more ‘real’—with books, written exercises and heavy emphasis on homework—and as such worth serious effort.

The problem is whether the schools are capable of fulfilling the parents’ wishes. Unfortunately, it seems that most of them are not. Even though the new curricular guidelines (MoNE, 1999b) make it possible to allocate up to three hours per week to FL instruction, the majority of schools will not be able to take advantage of this opportunity. As shown in Figure 4-20, 51% of the elementary schools will not provide FL teaching as a part of compulsory (mainstream) EY teaching in the school year 1999/00 and, as indicated by the headteachers, the main obstacle is the shortage of teachers. In the circumstances when there are not enough FL teachers for grades 4-6 (formerly, grades 4-8), most of the headteachers do not want to launch early FL programmes only to find out later that they will not be able to sustain FL learning.

Figure 4-20 Schools’ plans for the future—availability of FL instruction as part of EY education (grades 1-3) in 1999/2000



As frequently pointed out by the headteachers it is not clear what counts as ‘obligatory qualifications’ in the case of FLTYLs since none of the MONE instruction states it clearly:

At the moment there are three classteachers who teach English to pupils in their classes and the only FL specialist that I have—the English teacher who teaches in classes 4-8—thinks they are doing a good job. All this teaching is pretty informal, but if I wanted to make a formal contract with them, I would immediately have a problem what qualifications a teacher should have in order for me to employ her to teach a foreign language in classes 1-3?

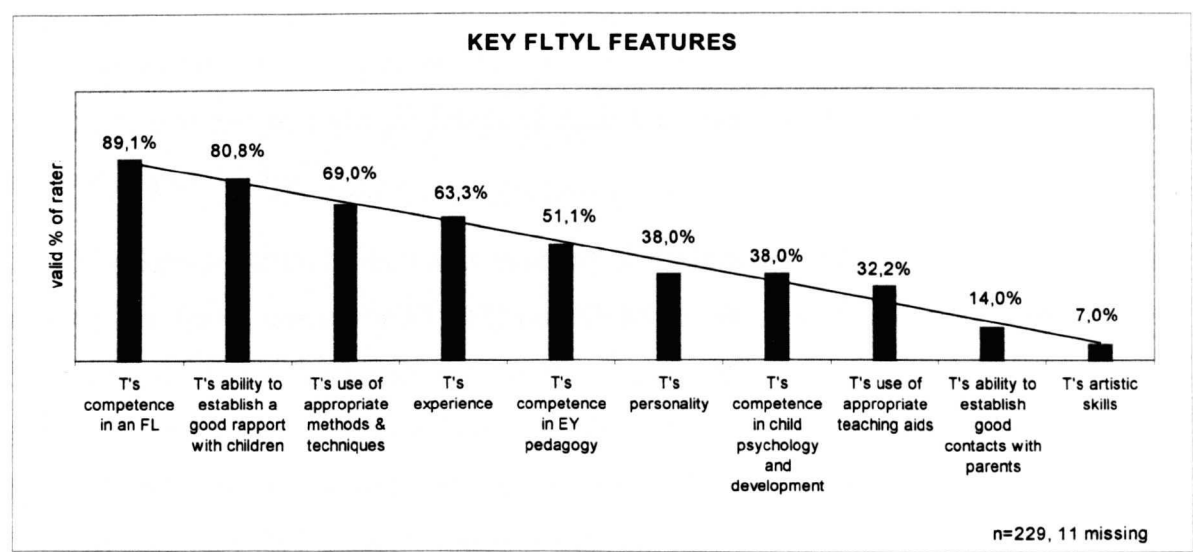
Moreover, 12% of headteachers have indicated that organising FL instruction as a part of the ‘additional hours left to the headteacher’s discretion’, as it reads in the National Curriculum, is cumbersome. The policy presents an awkward dilemma ‘*what do children from classes 1-3 need more: additional hours for the mainstream subjects, sports and*

games, remedial classes or maybe foreign languages?' Thus, for the time being they offer extracurricular FL teaching and use the extra hours for some other purposes. One headteacher has suggested that this problem would be solved easily if FL study were embedded within EY curriculum. Then, with the more flexible allocation of hours and only one teacher involved, the teacher him/herself could decide about the sequence and emphasis put on each curricular area at a given time. Though again, such an arrangement is only possible if teacher training institutions start training the double specialisation (EY +FL) teachers.

What sort of teacher is needed?

First, as evident from Figure 4-21, if free to choose an FL teacher, that the majority of parents would consider two particular features most important: FL competence and the ability of the teacher to establish a good rapport with children. Secondly, they would look for the teacher's ability to use appropriate teaching methods, competence in EY pedagogy and experience in teaching. Features such as teacher's personality, competence in child psychology or the ability to establish good contacts with parents, have received less attention, yet one has to remember that the respondents were asked to point out only five features.

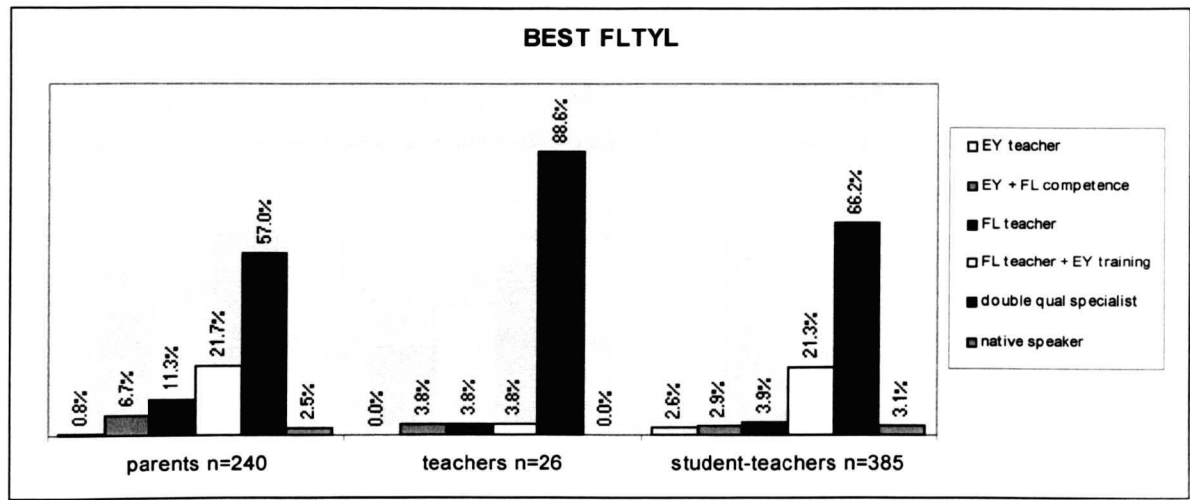
Figure 4-21 Parents' ranking of the most important features required from FL TYLs



What these results suggest in terms of optimal FLTYL training is that the parents first of all expect FLTYL to have a high quality competence in an FL, but also be able to use this knowledge while working with small children. The parents stress the importance of

experience in teaching, which indicates that the teacher training should comprise not only theoretical preparation but also practical experience, by putting the theory into practice.

Figure 4-22 Opinions of parents, teachers and student-teachers about optimal FLTYL qualifications (simplified)



Secondly, there is strong agreement between the study participants as far as the optimal FLTYL qualifications are concerned. The majority (63.7%) have indicated the double qualifications, no matter the sequence: EY plus FL or FL plus EY qualifications, as the most desired FLTYL qualifications (Figure 4-22)⁶⁷. The second popular option is a FL specialist with some training in EY pedagogy. Such results are convergent with the information on what constitutes optimal FLTYL qualifications for the headteachers, who also indicate that full qualifications to teach both FL and EY education would be optimal (Figure 4-23a) and that the graduates of such a course would find employment in their schools (Figure 4-23b)⁶⁸.

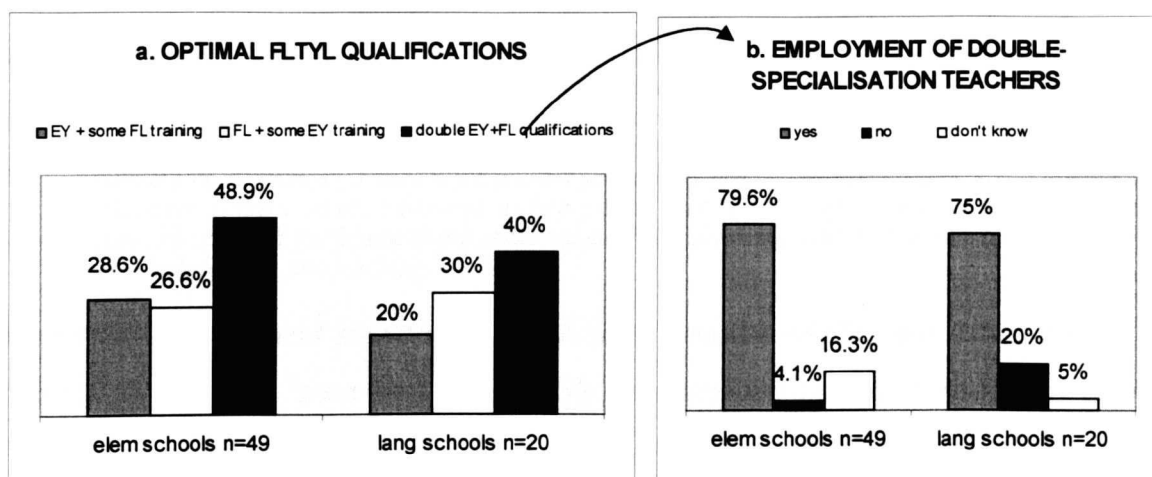
However, interpretation of the word ‘optimal’ is problematic. My intention was to collect data on the future needs for FLTYL qualifications, in other words what qualifications prospective teachers should possess. However, as indicated by some headteachers on the margin of the questionnaire form, some of them are more concerned with the qualifications of the staff currently employed, in particular providing some retraining scheme for their EY staff who may face unemployment in the near future. The issue of whether we should invest our time and resources into providing current teachers with new qualifications, or

⁶⁷ As defined on a survey form, by qualifications we mean a BA or MA degree, either done subsequently (existing option) or jointly (a future option).

⁶⁸ Additional information is provided in Table D-13 in Appendix D.

whether it would be better invested into training new teachers will be addressed in section 4.3.

Figure 4-23 Headteachers' opinions about optimal FLTYL qualifications



Note: The percentages do not total 100. Multiple responses possible.

The language school headteachers, on the other hand, have pointed out that double qualifications are more useful in elementary school programmes in which an FL would possibly be integrated into the mainstream curriculum. The majority expressed an urgent need for some training aimed at FL specialists in areas related to teaching to young children. They particularly welcomed the idea (though it was not a part of the survey) of in-service teacher training for FL course graduates since most of them were dissatisfied with the FL teacher preparation for working with young learners. Nevertheless it seems from the point of view of the school headteachers that the double certification of teachers is **safer**. First, it potentially guarantees competence both in teaching an FL and EY education, and secondly, it enables more flexible employment of the teachers.

And yet, so little has been done to fulfil the needs of the schools. Most of the principals have complained that so far the HEIs have done little to equip FL teachers with additional qualifications. The FL Philology courses are standardised and rigid, which when confronted with the demands of modern educational market for many headteachers is equal to being *'stiff and old-fashioned'*. Thus, one of the language school principals has even decided to *'take things into [her] own hands'* and organised special training for teachers running children FL courses in her school (mostly involving peer teaching observation and discussion meetings). Another headteacher was at the time of the survey involved in a MONE project to develop a *Young Learners' Language Provider* course (a fast-track

modular TT course organised in FLTTCs). Yet, for most of the headteachers the responsibility for adequate teacher training provision, both in the numbers and the quality of graduates, rests primarily on the side of teacher training institutions, which appear reluctant to take this role seriously.

It had never been the case that you [the teacher training institutions] made your courses 'tailor made', I mean, on the basis of what or whom we need. So ... why do you suddenly seem to bother now? If I tell you that I need such and such a teacher, will you bother to change your curricula and fulfil my wishes?! No! You will continue doing what you **think** is best for us and not what we actually need. Besides, I need teachers, but you cannot just ... 'produce' them. It is not your fault that most of them are not interested in ending up in a school. It's just a matter of economy. And we may, of course, hypothesise about some 'dreamy teachers' but first we have to solve the problem how to lure them into teaching.

Therefore, the statement above reveals that some headteachers thought I was asking the 'wrong' question. I interpreted the MoNE recommendations to introduce, wherever possible, FL teaching from the early grades of elementary school, as switching on the green light. However, for most of them hypothesising about FL teaching in classes 1-3 and optimal FLTYL qualifications simply sounds bizarre when they struggle to find teachers for compulsory FL teaching in higher grades. Comments such as the ones below are not unique:

The survey is not tackling the basic problem. **The lack of FL teachers** makes planning and carrying out FL teaching impossible. Only 2% of the HPS of Bydgoszcz' and the FL Teacher Training College's graduates undertake teaching in elementary schools. This is a main reason why there is no early FL provision in many schools [emphasis mine].

In the same vein one of the language school principals admitted:

I would like to have **any** choice at all [as far as teachers go]. So far I have to **force** teachers to work with children or accept those that are simply willing to. I am happy if they do it right and in such cases I do not ask them what diplomas they have.

Whilst I understand the situation of FL teaching was in crisis at the time of the survey due to the lack of FL teachers, it emerged that it was due to worsen. The post-survey telephone conversations with some headteachers and also my visits to elementary schools in October 1999—February 2000 shed new light on the problem. In the schools that I visited (12 altogether), the headteachers were facing a dramatic situation of a massive exodus of FL teachers from their schools due to an introduction of middle schools in the post-reform system⁶⁹. In some schools FL specialists still taught in elementary classes as part of their

⁶⁹ Shortage of FL staff in primary schools has become even more severe in 2001 (see p. 31-32).

extra hours, but they were already formally employed by a middle school and the elementary school principals were desperately looking for a new staff.

In this light, I wonder how have the headteachers actually answered the last question knowing that this would happen? Faced with the FL specialists shortages one headteacher answered ‘yes’ to mean, ‘*Yes, the double specialisation EY+ FL course graduates will teach in classes 1-3*’ or maybe, ‘*Yes, the graduates will replenish the shortage of FL teachers for classes 4-6*’? Subsequent contacts with the headteacher led me to believe in the latter so I followed up this theme in teacher and in teacher trainer interviews (see sections 4.2 and 4.3).

It is clear that the demand for FLTYL staff is enormous. Even though it may happen that they will first be employed to teach the higher grades, a first step must be made. Without the guarantee that FL will continue, there is little point in starting early instruction. However, if the need is such that all primary teachers should undergo a similar course and obtain uniform qualifications, for example as in the United States to be certified to teach from the kindergarten to final grade of elementary school⁷⁰ (see for example, Lipton, 1996), then K-6 teacher certification in Poland is even preferable. Since this would solve many problems that the teachers are currently facing.

Thus, from the headteachers’ perspective the answer to my question ‘*What teachers do you/will you need?*’ is to a large extent irrelevant—any teachers would do as long as they are produced in large quantities. And yet, there is some air of disillusionment with the quality of current FLTYL. In the view of the parents’ plea for a more widespread integrated FL instruction it is doubtful that the present teacher training would satisfy those needs either. This situation resembles ‘a chicken and egg’ paradox: should the teachers be produced to enable FL instruction first, or does widespread provision justify the need for improving teacher training provision? Unfortunately, the answers to this question are contradictory (see section 4.3).

⁷⁰ The American ‘K-8 certification’ denotes teacher qualifications to teach from the kindergarten (K) to final grade (8) of the elementary school). If adapted in Poland would then referred to as ‘K-6 certification’: from kindergarten to grade 6.

4.1.4. Conclusions

Nunan (1999a, 1999b) argues that in many countries the decision to introduce FL learning into elementary school curricula is made rather hastily and without much commitment on the side of educational authorities to provide adequate funding, resources, teacher training and support:

Certainly the younger = the better position is not supported. Whether or not it's a 'good thing' to begin a foreign language at say age 4-5 will depend on many factors including the amount of time the kids are given, the competence of the teacher, the quality of the resources, etc.. In the last few months I've been to places as far afield as Thailand, Costa Rica, Korea and Mexico, all countries introducing English at younger and younger ages. However, in most places, the teachers are not being trained, and adequate resources are not being provided. The danger is that the kids will be turned off English and people will conclude that it wasn't worth introducing English early when it may have had little to do with processes of acquisition, and everything to do with the context of the learning process. (...)

If it's [starting FL learning early] done badly it's a bad thing. And in some places I mentioned it's being done badly.

Nunan, 1999b (emphasis mine).

Certainly, the Polish MONE does exercise caution in launching FL learning at elementary school level. And yet the picture emerging from this section is that in spite of the Ministerial lukewarm attempt to launch early FL programmes, they are not being done **sufficiently well organised** (to use Nunan's words). The main problematic areas are the following⁷¹:

- The mushrooming of early FL teaching outside the public sector alongside the lack of standardisation and problematic quality among the course offerings.
- The disparity between what is being offered (fee-based, extracurricular courses) and what should be offered (free-of-charge, compulsory FL teaching as part of integrated EY curriculum).
- The shortage of FL teachers in general and the lack of adequately prepared FL teachers of young children in particular.

The picture portrayed in this section seems to be convergent with similar research conducted in Europe (see Blondin *et al.*, 1998). Early FL teaching in Bydgoszcz suffers from similar problems. Since very little has been said in the surveys about the lack of funding and resources, it seems that these problems are minor in comparison to the bigger problem—the lack of adequately trained teachers. It seems to be a vicious circle: FL teaching providers and their clients seem to blame teacher training institutions for not

⁷¹ See also section 4.4. for the summary of the major themes discussed this part.

supplying FLTYL teachers. Teacher trainers accuse the FL teaching providers of hasty implementation of the programs and their poor quality. Both look at teachers as being amateurish, and yet offer nothing to enable them to improve their skills and qualifications. Certainly before this problem has been solved we may not expect any changes in the FL provision available to children.

These findings lead us to the main focus of this research, namely, to the teacher and his/her competencies that need to be developed through training.

4.2. FLTYL profile – who they are, what they know, what they would like to know

Having established that early FL teaching substantially exists in Bydgoszcz, Poland, let's now focus on FL teachers of young learners, current and prospective, and let's see who they are, what motivates them into the work with young children and what they say about the training that is and should be available to them.

4.2.1. Who wants to be a FLTYL?

'Accidental teachers': Motives for undertaking teaching FLs to young children

In the research background section (see 1.1.4) I have made a claim that the abundance of very attractive offers outside teaching for people with high linguistic skills is the main reason why FL Philology graduates do not take up a teaching career. Even if they do, they usually seek employment either in secondary schools or in the private language school sector. What then of the motives of those teachers who have undertaken the job of a FLTYL? Was their decision intentional or rather accidental? Do they really prefer teaching younger learners? Will they remain FLTYLs or is it only a short-lived experience?

The survey results reveal that the teachers are driven to undertake FL teaching to children by three groups of motives:

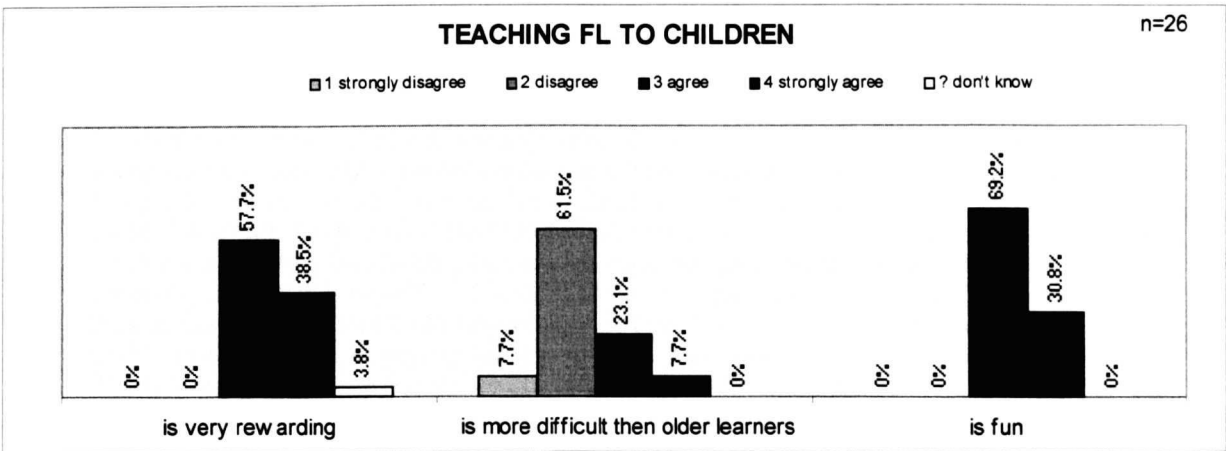
1. Motives related to the teacher—a general interest in an FL and the target language cultures, a wish to become a teacher, the wish to check one's teaching abilities with a different age group, check one's ability as a FL teacher in a new specialisation (*'I myself like learning FLs. The work with children continually makes me self-improve and search for new ideas'*), the desire to link two areas—teaching mainstream subjects and an FL;
2. Motives related to the student— the feeling of self-fulfilment, satisfaction and pleasure (*'teaching to children is rewarding', '... brings a lot of pleasure' ...is demanding'*),

preference in teaching younger learners (*'I don't like teaching to teenagers or adults—teaching kids is much more fun', '... creative'*), the belief of superior language abilities of young children (*'children are very spontaneous and have fewer inhibitions', 'children are better and faster learners', 'children really want to learn a foreign language'*), the belief that children need to learn FLs from a very young age;

3. Motives related to external factors: financial gratitude (an opportunity for an extra source of income), a school offer, the loss of job and the need to requalify.

The problem is, however, that several teachers were unable to name any special reasons for being involved in early FL teaching. They said that their decision was *'accidental'* and *'by chance'*. There are no visible differences between the way different groups of teachers (i.e. Group A, B or C⁷²) have answered this question. Most teachers emphasised the reasons from the second group, especially the satisfaction that teaching children brings. Teachers' positive attitude towards teaching FLs to children is also supported by the way they answered questions 14.1-14.3 of the teachers' beliefs ranking (Figure 4-24). Rather surprisingly though, some (n=6) have mentioned intrinsic motivation (*'a liking for FL learning', 'an interest in target language culture'*) as the reasons for embarking on a job of teaching FLs children.

Figure 4-24 Teachers' beliefs about teaching FL to children



The interview data, however, sheds new light onto the teachers' motives to become a FLTYL. Here, the differences between FL and EY teachers are evident.

⁷² For the division into groups, see Methodology chapter, section 3.3.3.

FL teachers seem to take up a teaching post during an FL university course or soon afterwards, and teaching young children is given to them as part of the overall 'package'. It is also common to teach children as part of an extra job bringing additional source of income. None of those teachers have mentioned choosing teaching to young children as part of a conscious decision based on preference.

I rarely have any choice. Especially now when we teach English from the fourth grade and there are also middle school students. There are not enough teachers so they give me extra hours all the time and I wish I could tell them I prefer higher grades. But I rarely have anything to say about it. (...) Besides all of us are searching for additional sources of income and we take what they give us. Especially as far as [language] courses go. (FL teacher)

It also seems to be quite a short-term experience. Only half of FL teachers participating in the survey were at the time still involved in teaching FL to children, and at the time of the interview only one of them was employed as a regular FLTYL in an elementary school. One explanation for this maybe that due to FL teacher shortage they are often assigned to teaching an FL at the compulsory levels. Another reason put forward by the majority of FL teachers is that teaching children is more demanding and more difficult than teaching older learners and thus, generally speaking if given a chance to choose, they usually prefer to teach in higher grades. Interestingly a lot FL teachers favour teaching adult and teenage classes since there is *'less nonsense in class and one can concentrate on the actual teaching'* and teaching them is rewarding since they seem to set a much higher intellectual and linguistic challenge for the teacher.

Young children? ... I don't know... It has come by chance because there was such a need in my former workplace. It wasn't any special choice of mine. (...) I don't feel any calling for teaching young learners. I don't have patience and some of their behaviour simply irritates me. I prefer 'adult things': discussions, serious listening and reading tasks. I will tell you frankly: when I was teaching grades 1-8 for the first two years (and I had some courses with adults, too), while teaching children I felt that I was 'going backwards', that my foreign language skills deteriorate, that I was not doing something that satisfies **myself** (...). And when I teach higher grades, even grade 8, they are able to think up a new structure or find a new word. And I am telling myself, 'Gee! I don't know. I have to think it over'. And it is interesting **for me**. And the work with children is not much of a discovery. But of course they also reward us for our efforts: they will learn what we want them to, they will memorise a song, they boast about it in front of their parents, and so on. It is also a positive side of teaching them, yet I don't get much personal satisfaction from teaching them. (FL teacher)

Yet such opinions are quite often contradicted:

Of course when you teach a seven year old you do not talk with her about molecular biology and existentialism. But, gosh! Make a clown of yourself so as to make everybody in the class laugh and clap his hands! No, seriously... I was absolutely worn out intellectually after these lessons with kids. Much worse than with adults or teenagers. An older learner before he or she asks you a question she will think it over, analyse it. And besides he gives the time for you to answer, too. A child asks because something has just crossed his mind so if I want him to get my answer I have to reply immediately before he losses the interest. And he always wants an answer **now**. (FL teacher)

The same opinion has frequently been echoed by EY teachers. Most of them have agreed that, as some of them put it, '*it [teaching to children] is always intellectual gymnastics*'. Apart from the linguistics challenges, EY teachers seem to value a close emotional bond created with pupils, being their 'Miss'⁷³ alongside the 'fun' of working with them since children are so '*imaginative and creative*' and the work is never dull. These are the rewards that have made those teachers choose the career of an EY specialist in the first place. Yet we might say that their involvement in teaching FLs was even more accidental than in the case of FL teachers. The usual scenario is one in which the headteacher gives them a 'take it-or-leave it' offer: no class to teach next year so you have to leave, or if you agree to requalify and teach an FL you may stay. For most of them, starting to teach others FL is parallel to their own comeback to FL learning, in most cases after years since leaving a school. They usually enrol in some FL course in a language school or find a private tutor and after some time they attempt to take and pass one of the state-recognised FL examinations, such as the Cambridge First Certificate in English examination (FCE).

[It was] a complete accident. I have just lost my previous job in the kindergarten and decided to study an FL. I was looking for a school for the school experience and (...) I stayed. I didn't have any qualifications at that time so they kept telling me, 'Hurry up. Do something, at least an FC[E]. You need an additional paper'. So out of a sort of momentum, I enrolled at XX⁷⁴ and took an FC[E]. Success! So I stayed having only this examination. And I promise myself to do something more, maybe an Advanced [CAE], but that means more work, more money spent on courses... And all of us here work like this... mostly by sheer accident...having only some crazy papers, meaningless if faced with any real [educational] inspection. We just keep going, from one year to another... and I am waiting when they sack all of us one day. (EY teacher)

Moreover, most of them at the time of the interviews had no idea that becoming a FLTYL rather than a FL teacher was an option. It seems that almost all of them thought that gaining FL qualifications, one way or another, would mean saying goodbye to teaching mainstream EY or even to teaching young learners in general, and most of them regret it:

I was involved in teaching English for eight years. I started when some children attended an extracurricular course in the first grade, then I continued with them and the rest of this class from grade 5 till grade 8. But I have never taught English to my own class. I would love to. I would like to learn how to do it. But ... in fact I was encouraged to go to a [foreign language teacher training] college but I didn't want to. The financial side of it excepted, I simply knew that once I get a BA they will ask me to teach English only to higher grades and I don't want to give up teaching in Early Years. (EY teacher)

Similarly in another example:

⁷³ Because in Poland these are mostly women who pre-school and Early Years (stage 1 of primary school) teachers.

⁷⁴ The name of the language school has been deleted.

I would like to combine teaching a foreign language with EY education, because I would regret wasting my EY experience and qualifications. I have wanted to be a teacher and to work with small children since I myself was a kid. I wouldn't like to lose it. But now I am not even sure whether when I supplement my language qualifications, I'll get any job anyway. The principal's stance is a mystery to me. (...) Sure I would like to stay in Early Years, but at the moment I will take any job. If not, I will teach a foreign language individually, you know, give private tuition. (EY teacher)

Though nobody has explicitly mentioned it, there is an implication that most of them would expect educational authorities to actually help them financially to requalify. The irony about these teachers is that they mostly started their teaching career in the 'baby boom' era when the shortages of EY teachers were so acute that educational authorities were hiring a lot of unqualified staff. Now, with full qualifications and years of experience they have found themselves redundant and with little interest in them as supernumerary teachers.

It has been stressed many times that the decision to improve their FL skills and eventually upgrade their FL qualifications has always been a teacher's own initiative, done in their free time and financed individually. In other words, it was rare that the school principal anticipating that in the near future the teacher's post might not be secure, encouraged them to pursue additional qualifications. Or even if s/he did, it was not spelled out what qualifications were most desirable by the school or if the teachers could count on a job when they finish their training. This lack of guarantee, visible in the quotation above, is echoed in another statement:

Teachers are forced to do something that they themselves are not necessarily convinced of (...). We are trying to talk ourselves into that we like it. Besides, even if we get full qualifications to teach a foreign language, we are not sure whether after another change in the economic situation we will not have to think up something new. It's so difficult because I was trained to do something different, I learnt something different and I was hoping that I would be able to work in agreement with what I had learnt ... that I wouldn't have to think something up. But ... tough luck. Yet, I feel bad that nobody encourages me to requalify not even makes me do it. I do it because I want to. Otherwise nothing would ever change. (...) There is no planning. In fact we are only informed six months ahead that there will be no job for us. But if somebody wants to requalify he has to have more time, and must know in what direction to go, what the needs of the school are. And now... I am just filling holes. (...) I am doing the language because I want to, but I don't know... It may turn out that somebody will change his mind and I will end up teaching music or PE. Because it seems that I can teach everything! Indeed, you have to be very flexible nowadays. (EY teacher)

All EY and OS teachers have emphasised that their decision to become a FL teacher has been based on 'gut feeling' and 'guessing' rather than on concrete evidence that such needs exist. Like in the quotation above none was sure whether the situation would not change again and they would have to find another job. These teachers seem not to be so much unhappy about constant changes on the educational scene and lack of professional stability. Rather, they are more concerned about the lack of a deliberate career policy on the side of educational authorities, which would provide them with some guidelines about

their prospective requalification based on **future** school needs. In such a situation it is not surprising that those teachers have not considered becoming a FLTYL, and combining their expertise in teaching young children with their FL skills. Nobody has ever informed them about such a possibility and nobody has ever encouraged, let alone created an opportunity to supplement their qualifications. Yet when they are made aware of such a possibility, EY teachers usually jump at it.

Are you **serious**? Oh... I think... Ideally, if in a couple of years the situation stabilised and professional FL teachers, in a precise meaning of this word, would teach in grades 4-6 of elementary school and higher and I could come back to grades 1-3. Oh, yeah... Because my education and qualifications would be more suitable then, and I would feel more comfortable that I was doing 'something I could do, I know how to, and I am prepared well to do it. And when faced with, for example, any new reform or, literally, checking my papers I wouldn't feel out of place. (EY teacher)

Yet the wish to become a FLTYL is not shared by all teachers. All the teachers interviewed emphasised that this work is more difficult and demanding, and paradoxically, underestimated and of low-prestige. Most of them said that what they got at the end of the day of a very hard work, *'busy cutting, drawing, bringing tons of pictures, fruits or clothes'*, inventing some new stimulating activities and 'working out how not to loose any child they teach' was:

i. being deprecated:

Frankly speaking now I prefer working in higher grades. Work with young children is **so much** effort, and yet Early Years education is so rarely appreciated. You know, I have three 5th grades and three 6th grades so I plan a lesson, prepare materials and so on and I give the same lesson three times. And in Early Years I teach only one class for the whole day, different subjects, and everyday all the lessons are different. I remember when I was teaching classes 1-3 and I was a classteacher how much I had to prepare. So just taking into account this preparation time, I prefer working with older children. But then there is also another thing. Some teachers say, 'Tut tut. You needn't do anything in those classes 1 and 2'. In fact those are some Early Years teachers who often say so. I feel they sometimes belittle my work because maybe they think that teaching a language at this stage means repeating two or three words for 45 minutes and then you ask children to colour a picture or sing a song and that's it. (...) I have even come across statements like, 'Why do you care so much about this 1st grade? You'd better focus on older kids'. And I am telling them that I do focus on older children, too, but I also have to make those little ones busy for 45 minutes. (FL /EY teacher)

The work in secondary school or now in middle school ennobles, and in elementary school it does not. People do not appreciate the things we are doing here, and no wonders. Nobody wants to work here if the work is hard, salary mediocre and people think anyway that we are playing all the time. (OS teacher)

ii. scorned:

All the time an Early Years teacher is perceived as 'Ah! This Miss with bricks'⁷⁵.. And it's the opposite. It's one of the most difficult ways to earn a living. I have to work much more in classes 1-3 than in higher grades and get very little in return. Apart from the children, they are lovely. (EY teacher)

I really prefer teaching 'little ones' but certainly it is not ennoblement and those girls [EY teachers] are always treated like... You are certainly not moved up [get a promotion?]⁷⁶ only because you are an excellent teacher of young children. It's so unfair. Why? Because a biology or chemistry teacher he has to learn a lot. And what about us? They reckon like that: (*mocking*) 'Everybody can count, write and read but **physics**...'. (...) It's a rule, you know, those sayings, 'There, now! So what **exactly** does she know?! A bit of singing, jumping, colouring, clapping hands; they add and subtract, teach about flowers... Let's not exaggerate, shall we?' When I was teaching kids I heard it over and over again. (EY teacher)

iii. criticised:

I love working with children. I cannot sing and I love singing with them. Drawing is an absolute disaster but they have so much imagination and they laugh at your elephant because they can draw it ten times better than you. I love dancing, playing games, acting. I absolutely adored it. And what in return? I was constantly punished and criticised for, for instance, too much noise in the classroom, not giving them marks, how could I? (...) In the end I gave in and quit. (FL teacher)

Lack of status of teachers involved in teaching young children was put forward by the majority of teachers regardless of their background. This suggests that after all many FL teachers would like to teach young children, despite complexity and troubles of this work, yet faced with low prestige and lack of recognition gravitate to other teaching jobs.

Moreover, it appears that while EY and OS teachers desire recognition and appreciation of their hard work, FL teachers sometimes ask for 'special treatment':

I really would like somebody to come here and see how we work, what we do (...). They persistently treat us as unimportant teachers of an unimportant subject. [SW: 'Still? In spite of such a demand for FL teachers?'] Yes. Despite the demand. Even if a headteacher finds a FL specialist he does not take care of her. (FL teacher)

...language teachers like sacred cows, hmm ... (...) In a way there is something like that. There were some hostile murmurs at the teacher conference when the principal said that some teachers had to leave our school because there are no classes for them. Others had only their teaching salary no extra hours. While I was nit-picking, grumbling that I didn't want so many hours, that I was overloaded. (...) But in a way I agree that some teachers behave as if they thought they deserved a special treatment (...) especially in terms of money. They know that in some schools the Parent Council or parents themselves in addition to a regular teacher salary they pay something extra because they want to attract foreign language specialists. And no wonder that other teachers don't like it since such a practice divides teaching staff and gives rise to envy. (FL teacher)

⁷⁵ In Polish, *Ta pani od klocków*, meaning a teacher specialising in childish things, like building blocks, crayons, and other toys. Building blocks alongside rods and Cuisenaire rods are very often used for teaching purposes, such as counting, shape or shape matching, etc. so may be treated as the ID of EY teachers.

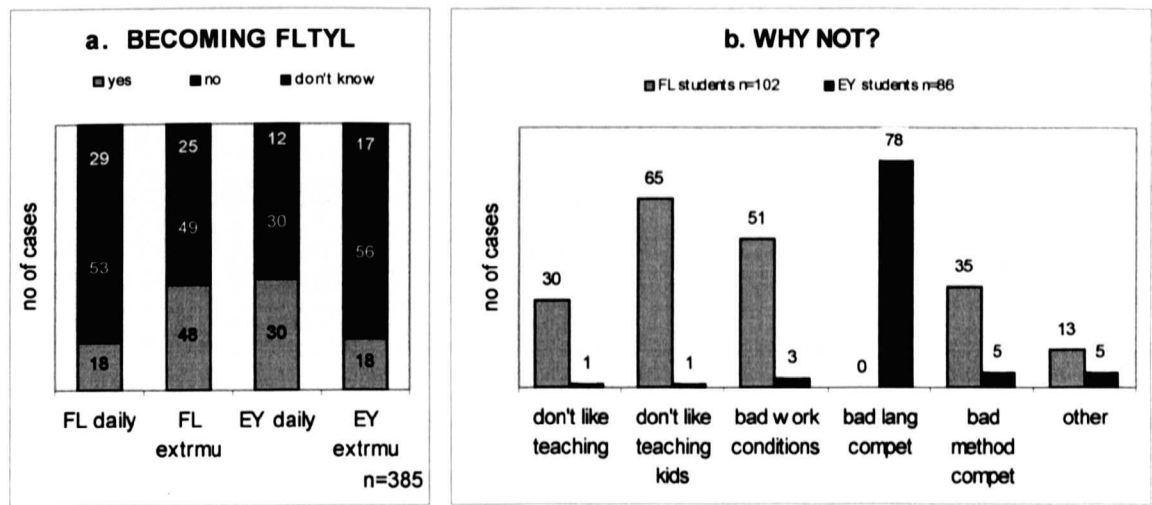
⁷⁶ In Polish *dostać kopa w górę*, literally 'get a kick up.' The meaning here is unclear since EY teachers are not 'promoted' to teach in higher grades.

Yet it seems that the division is already there. EY and OS teachers quite often divided FL staff into ‘*real*’, ‘*pure*’ FL teachers, i.e. graduates of FL Philology courses, and them-
alike—‘*fake*’ teachers⁷⁷. So in addition to generally looked down on working with
children, they are also accused of a backdoor entry to an FL teaching profession.

Sometimes I feel strange as if I was pinching something. I **know** there is a difference between
somebody who graduated from Philology and somebody who graduated from another course and
teaches a foreign language. In a way it is entering the profession through a backdoor, but it is only
possible because those specialists simply do not come to schools in the first place, and not because
somebody is stealing some fantastic job from somebody else. (OS teacher)

So is this situation temporary or can we count on any change? Will the FL teachers be
more interested in undertaking teaching including teaching to young children and prevent
other specialists from taking their jobs?

Figure 4-25 Opinions of student-teachers on becoming FLTYL and reasons for negative opinion



Note: In figure b the numbers do not total 100. Multiple responses possible.

Unfortunately, it seems not, at least not in the near future. According to the survey, less
then 30% of the final year FL and EY student-teachers possibly see themselves as possible
FLTYLs (Figure 4-25). Moreover, literally **no** daily English Philology student and only
eight daily German Philology students would like to teach children in the future (see
details in Table D-6 in Appendix D). The reasons they put forward for that are that they do
not like teaching children in general and/or that the conditions offered at schools do not
attract them to teaching. Seven FL students have listed under the ‘other’ option that
children are difficult (if not impossible since ‘*they cannot read and write*’) to teach. And

⁷⁷ In Polish *przefarbowany*, meaning literally ‘dyed’, ‘not natural’.

since EY students anonymously point to lack of linguistic competence as the main reason for not wishing to become a FLTYL we may say that the vicious circle closes.

Figure 4-26 Qualifications possessed by the teachers involved in early FL instruction

		CASE NO																									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
QUALIFICATIONS TO TEACH CHILDREN	MA EY Pedagogy																										
	MA Pedagogy																										
	Postgrad EY method course																										
QUALIFICATIONS TO TEACH FL	MA FL																										
	BA FL																										
	FL Philology student																										
	FL exam (state exam, FCE)																										
	FL methodology course																										
	FL course																										
	stay abroad																										
OTHER QUALIFICATIONS	MA Polish																										
	MA Arts Education																										
	MA Spec Needs Education																										
CLASSIFICATION ⁷⁸	A – EY teacher	A	C	A	A	A	A	C	B	A	C	B	B	C	A	B	B	B	B	B	A	A	A	C	C	A	B
	B – FL teacher																										
	C – OS teacher																										

So what is this telling us in terms of FLTYL training? As for prospective FLTYL training clients, current EY and OS teachers seem to be quite strongly motivated to become FL or FLTYL teachers because of lack of other job opportunities. Likewise, quite a few EY student-teachers are considering teaching FLs to children and would like to supplement their qualifications (see section 4.3.1). FL teachers and student-teachers, on the contrary, are not very likely to become FLTYL since they are lured by other prospects and they on the whole treat teaching to children as something extra and temporary, even though, I have to stress, some of them like it very much. Both groups of teachers would possibly gain a lot by a stronger recognition of the FLTYL profession as an important specialisation within FL teaching. Undoubtedly, the status of FLTYL and early FL teaching would have been much higher if those teachers had an opportunity for training and obtaining specialist

⁷⁸ For the principles underlying teachers division into groups see section 3.3.3.

qualifications. Depriving those teachers of such opportunity, ‘Academe’ implies that this job is of low-importance that anybody can do, with training or without.

Teacher characteristics

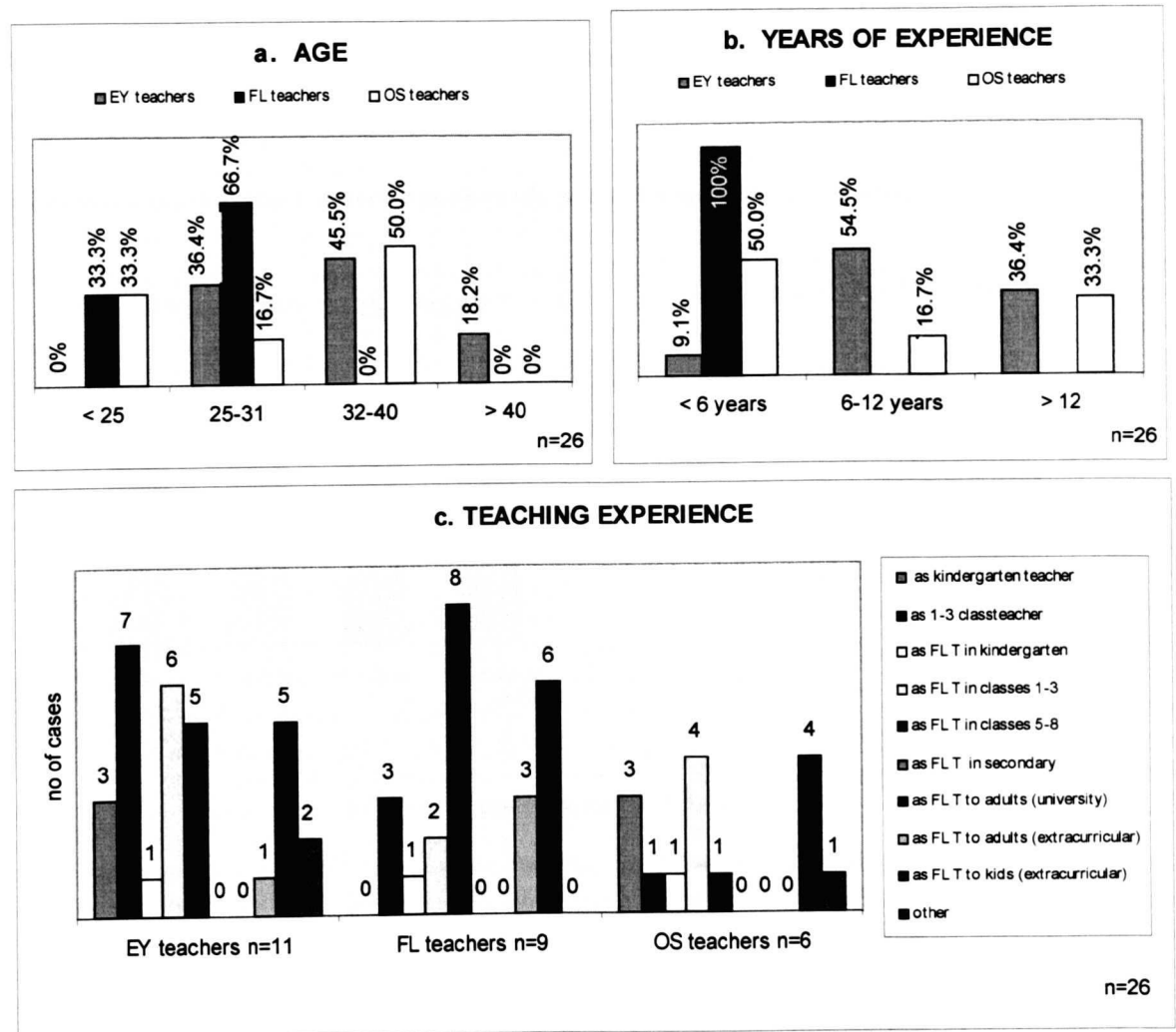
As indicated in the section above, teachers involved in early FL instruction come from various walks of life. Hence it is no wonder that the formal qualifications they possess, i.e. diplomas and certificates, alongside what they perceive as ‘qualifications’ are extremely varied (Figure 4-26 above). We can read from the table that only five teachers involved in early FL instruction do not have any formal qualifications to teach⁷⁹ at all while only one teacher has what can be named as full FLTYL qualifications: a degree in an FL teaching and EY pedagogy.

It is also the case that teaching FL to young learners is a female-dominated profession, since all teachers who responded to the survey were females and among the student-teachers wishing to become FLTYL in the future there were only four male students (see Figure D-4 in Appendix D).

As for the age of the teachers currently involved in teaching young learners, it ranges from 22-50 years old (Figure 4-27)⁸⁰. It is worth noting that that unlike EY and OS teachers, FL specialists are much younger and less experienced. This is in agreement with earlier findings that for EY and OS teachers, FL teaching is always a second specialisation and they seem to enter the profession after a couple of years of teaching other school subjects. FL teachers, on the other hand, start teaching children during their BA/MA university education or soon afterwards. As also evident, the teachers’ teaching experiences are also very varied. One thing that has to be stressed here is that FL specialists are involved primarily in teaching higher elementary school grades and their experience in teaching children comes from extracurricular, after-school activities. Only three of them had ever taught in the kindergarten or 1-3 classes. Unsurprisingly, EY teachers’ experience is quite the opposite and concerns various experiences in teaching to young children. Yet, due to the recent redundancies and requalification process among EY staff, almost half of them had been engaged in teaching FLs to classes 5-8.

⁷⁹ See section 1.1.4 for the official teaching qualification requirements.

Figure 4-27 FLTYL general profile (age, years and type of teaching experience)



Note: In figure c the numbers do not total 100. Multiple responses possible.

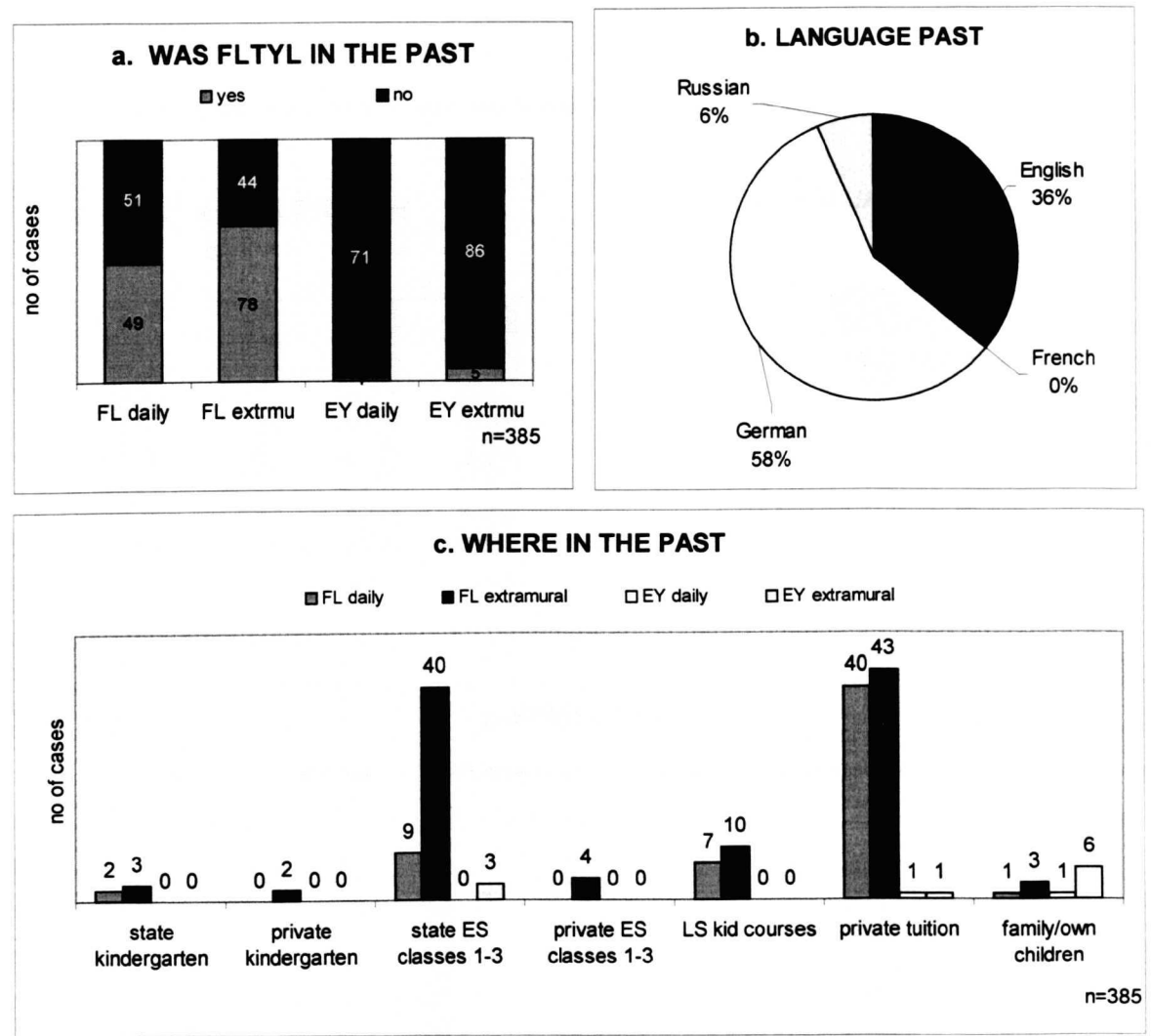
As for student-teachers, in spite of not being qualified to teach, 34.4% of them were involved in teaching FL to children in the past and 21.8% are currently (Figures 4-28 and 4-29, see overleaf). As evident, being a private FL tutor is quite common, especially among FL students (Figure 4-29c).

Yet, being a FLTYL currently or in the past has a very weak relationship with student-teachers' wish to become a FLTYL in the future (see details Table D-7 in Appendix D). This may suggest that having had a taste of what teaching young children is about, some of the students have realised that this is not what they want to do in the future. Alternatively, it may be that students are offered a job of a FLTYL because some employers think unqualified teachers, with only limited FL competencies, are sufficient enough for teaching

⁸⁰ For the age characteristics of the student-teachers wishing to become FLTYLs, see Figure D-4 in Appendix D.

children, somehow along a popular ‘*your-FL-skills-will-do-for-children*’ line. Thus, student-teachers looking for a place for their school experience or simply wishing to earn some extra money may have no choice but accept the work as FLTYL, whether or not they have a disposition, qualifications and liking for it.

Figure 4-28 Past involvement of student-teachers (FL and EY) in teaching FL to children

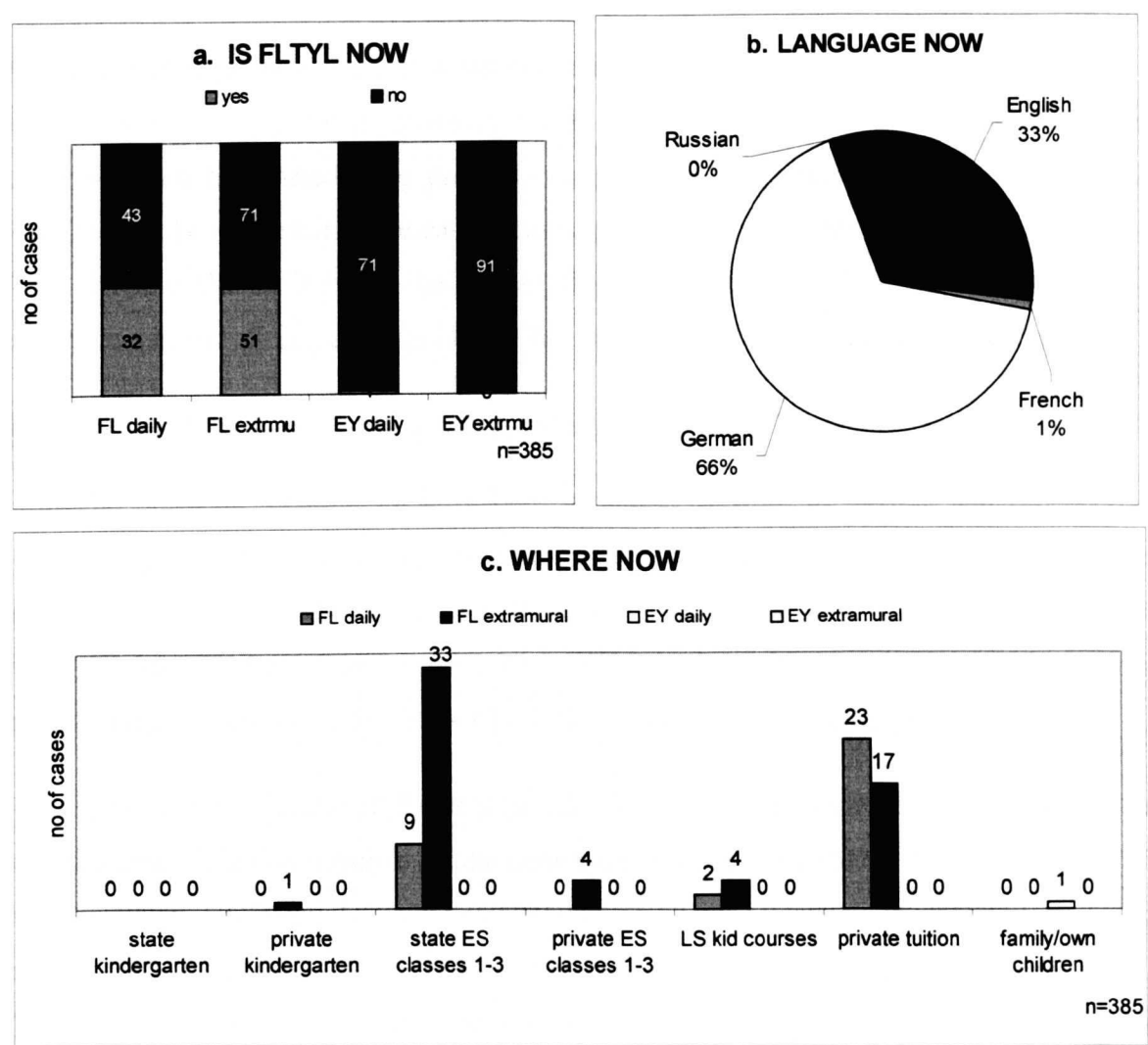


Note: In figure c the numbers do not total 100. Multiple responses possible.

Altogether, the results presented above have important implications for teacher training. First, we may argue that FL specialists by being younger and having more years of teaching career before them are more likely to be the clients of prospective inservice training. However, the interviews do suggests that FL teachers are far less likely to remain FLTYLs. For both student-teachers and several practising teachers, children courses are an extra activity: something they agreed to do at the beginning of their career but generally speaking prefer teaching older learners. For them a career in elementary school seems to be a ‘waiting room’ for a better offer and they are prone to quit teaching altogether. As it is

organised now, it is as ‘ephemeral courses’—one year you teach the other you don’t—these teachers may not have been given a chance to actually see early FL teaching as the specialisation and see themselves as part of it. EY, OS teachers and EY student-teachers, on the other hand, seem to have a stronger motivation to become a FLTYL—they have already been made to requalify since without this qualifications they have bleak prospects for getting a job. Yet how stable such an enforced motivation is seems to be quite a different matter.

Figure 4-29 Student-teachers current involvement in teaching FL to children



Note: In figure c the numbers do not total 100. Multiple responses possible.

Generally, this situation resembles the recent requalification of Russian teachers in Poland and other Central and Eastern European countries into English and German specialists. Enyedi and Medgyes (1998:6) describe them as ‘an unhappy lot’. They had to get over the shock of learning an FL in mid career, usually while working full-time as teachers.

Secondly, they had to learn new pedagogical skills, usually very different from the subjects they were teaching so far, and acquire a totally new teaching attitude.

And even though most EY and OS teachers seem to enjoy being FLTYLs (some even think this change was a very positive one), we do not know whether these feelings are genuine or whether they in fact ‘talked themselves into liking this new situation they found themselves in’ (cf. Gebhard and Duncan, 1992). Almost from one day to another their situation has changed from being one of many teachers desperate to keep a job to an elite, most-desired group of FL specialists. Hence, what EY and OS teachers and prospective teachers lack is stabilisation. We have to stress that the headteachers play an important role here as a sort of guarantee that if a teacher commits her/himself to requalify and become a FLTYL, s/he must be given reassurance that s/he will have a job and that her time and effort will not be wasted. The problem may be for those teachers that refreshing FL linguistic skills (or even in some cases, learning an FL from the basics) may not be so easy for a 40-year-old as it might be for a 20-year-old with all the family and teaching commitments that all those women have. We will come back to this issue in section 4.3.2.

4.2.2. What teachers know, what they don’t know

From the previous sections we have built a picture of who the current and prospective FLTYLs are, about their characteristics and motives for their involvement in teaching FL to children. Since we also know that they come from primarily two backgrounds, EY Pedagogy and FL Philology courses, let us now establish if competencies derived from such training are sufficient or whether FLTYLs need something different.

As suggested in the Literature Review (see 2.4.1), defining professional knowledge that is required from FLTYLs depends on the choice of early FL programme s/he is purported to be involved in. For example, as far as content knowledge is concerned, if the FL teaching is to remain a separate subject, the teachers would require a high proficiency in all FL skills and high level knowledge of the culture of the target language. Yet, if the FL is to be embedded into the rest of EY teaching, the teacher, in addition they would require high level of knowledge of the content of the elementary school curriculum (EY). The results of the surveys among the headteachers and parents imply that that it would be optimal to integrate an FL with the rest of, by definition, ‘integrated EY education’ (MONE, 1999a, 1999b). Therefore, while analysing the survey and interview data I have been looking for

some evidence for how well the current and prospective teachers' professional knowledge meets those requirements.

The section revolves around the seven knowledge bases of Shulman's (1987) taxonomy and the FLTYL skills and competencies listed in *Elementary School (K-8) Foreign Language Teacher Education Curriculum* (see Rhodes, 1992; Lipton, 1994).

4.2.2.1. Defining teacher's subject-matter knowledge

Depending on the choice of early FL programme—from separate subject teaching to immersion—a different sort of knowledge will be expected from a teacher. For example s/he will need being familiar with different models of early FL programme models and the differences in teaching each of them; expertise and knowledge of the official elementary school curriculum (both FL and all mainstream subjects), and familiarity with resources (textbooks, attainment goals, etc.). Yet if a teacher's general attitude towards merging FL teaching with other subjects is unfavourable, she may not share the opinion that her lack of knowledge in certain areas is a limitation.

The interview data suggests that none of the teachers was actually aware that anything other than a 'FL-as-a-separate-subject' offering was possible. Probes such as 'How do you feel about immersion-type programmes, such as the ones in Canada?', 'What about content-enriched FL programmes?' did not give rise to answers. Most of the EY teachers, however, had attended various training courses on the principles of the new education reform and had a basic comprehension of such terms as 'integration' or 'block-scheduling'. Yet the short time since the reform had prevented them from actually trying some theories out in the EY classrooms and getting a full grasp of what integrated EY teaching is all about. As for the principles of integrating subject matter content with FL teaching, none of them had ever heard of this. Some typical first reactions can be summarised as follows:

Integration? That is block-scheduled teaching? Well... I think it's very good ... positive ... really.
(OS teacher)

Integration...? (*puzzled*) Yeah, I think it would be great to link English with some other subjects. You know, have 15 minutes of English while doing music or PE. (EY teacher)

Yet, on reflection, especially for EY teachers who had the necessary expertise in both EY and FL teaching, integration was perceived as a very positive trend in education. First, they realised that it gives them more time and flexibility especially if you are a classteacher, not

bound by of 45-minutes-per-subject division. The second thought has usually been that it creates a more positive learning environment for children.

Because in that way teaching is not so segregated. That I forget about maths and have English, then I forget English because I have Polish. (...) There is this natural way of going from one thing to another as in life when everything is merged. (EY teacher)

In the similar vein, another common theme has been that ‘with integration it is easier to teach because you can match some topics’.

You can also correlate subject matter from different subjects, for example the things you do during the Polish language arts with what you do during English, all those activities connected with festivals, holidays, seasons; from maths teaching about shapes, numbers, counting. You can take different elements and name them in English. (OS teacher)

Certainly, integrated teaching is a sensible thing in Early Years. I would always say that I already have a lot of cross-curricular teaching during my lessons since our books are written in this way that they tackle problems from different disciplines. One day you have a bit of history, then biology, then about environment. (...) And yes, in classes 1-3 it would be great indeed if when we now have English and before we had had counting during maths so now we are going to count in English. And then we will sing ‘What shall we do with a drunken sailor’ because we already know the tune of the same song in Polish. It would be great. (EY teacher)

Hardly any teachers have seen teaching English as an area for getting new **knowledge**, new content matter. Most, as in the examples above, have seen integration as a mere translation of things that pupils have learnt during other subject lessons into an FL or ‘intertwining an FL here and there into other things’.

It would be fabulous and would work I think. You know this intertwining of English into other subjects. Actually that’s what I usually do though I don’t call it integration The [foreign] language is present all the time: We talk about something and suddenly I tell them a word in English. And we switch to learning the language. (EY teacher)

For most of the teachers ‘English is English, Polish is Polish, maths is maths, and so on’ so there was no evidence that the new ideas propagated by the reform are actually working in practice. Especially, FL teachers strongly defended the ‘segregationist’ stance and repeatedly claimed that teaching an FL is a separate thing.

I don’t know if I taught in an integrated way, the effects would be higher. Maybe. (...) But when I enter the classroom they immediately know that its time for English. And I do not believe that 10 minutes of English here and there would do miracles. I think it’s imperative it is done well, professionally. (FL teacher)

English is always separate and you cannot have cross-curricular teaching. When I want to teach about British or American history for example, the history teacher has something completely different in his syllabus. Because what we teach is always connected with something else, history comes as a background to something else, for example the Passive Voice, and I cannot do it earlier or later, it has to be now. Besides the historic content of what I teach would make any historian laugh! (FL teacher)

Few teachers saw how teaching an FL may actually enrich, reinforce or revise other subject content-matter. The typical issue was always, How?

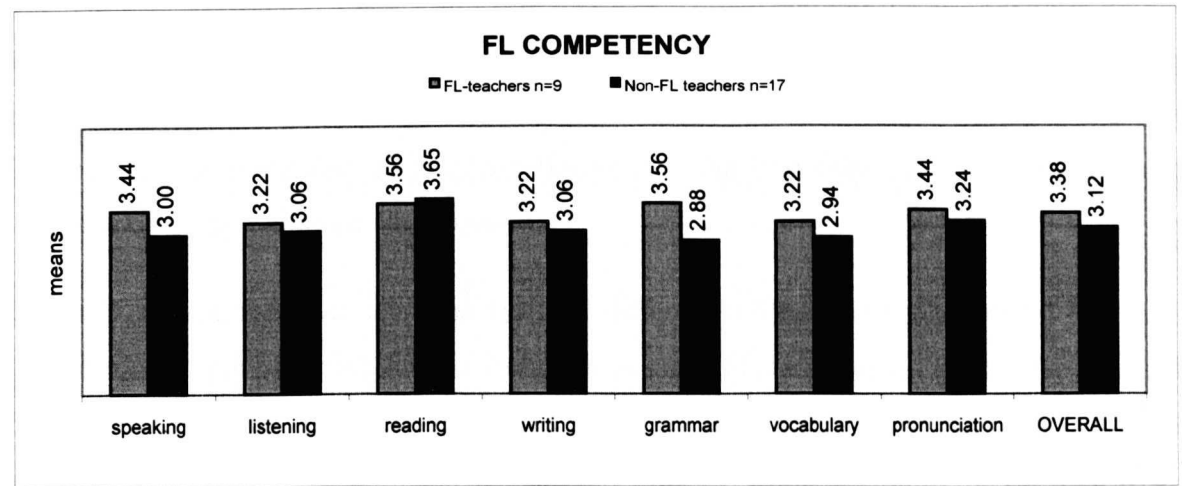
Integration? You mean, with other subjects, such as maths or arts... But how? They [children] don't know basic structures and vocabulary so how am I to teach them maths in English? I don't know... OK. Singing a song in English or drawing during an English class is fine, but it is not teaching music or arts **in English**, isn't it? I don't know how that might be done. (FL teacher)

Therefore, emerging from the comments, a common problem is whether teachers are familiar enough with the content taught and whether s/he has sufficient linguistic skills to deliver a subject-matter in a target language.

Teacher's proficiency in a foreign language

The question of what level of proficiency is expected from a FLTYL is quite problematic. It is also not clear which of the teachers' linguistic skills areas would need further improvement. Interestingly, the survey data portrays FLTYLs as a fairly homogenous group in terms of their linguistic skills (Figure 4-30). Except for grammar competency, the survey data does not reveal significant differences between the self-evaluation provided by teachers who graduated from philology courses and those who have different specialisations. The overall mean competence in an FL are relatively high (for FL teachers = 3.38, SD=.048 and for non-FL teachers = 3.12, SD=.046)⁸¹.

Figure 4-30 Teachers' self-evaluation of the FL competence in the language taught



⁸¹ For the sake of clarity, the teachers have been divided into those with the first degree is in an FL (FL teachers) (and therefore whose education might have influenced their FL competence self-evaluation) and those whose was not (EY and OS teachers).

The interviews, however, yield slightly different results. Typically when referring to their linguistic skills, a lot of teachers became defensive and they either hid behind the formal qualifications (FCE examination certificate, FL Philology diplomas, etc.) or if they had none, said something along the lines:

I have never thought that my FL skills are not good enough. In fact, I've felt opposite, in spite of the fact that my FL skills are not confirmed with any 'paper'. Nobody has ever asked me about my language qualifications. My higher education and the [FL] courses I have attended have always been enough. I've thought that what I know is sufficient for children. Because I would never take higher grades. (...) Children, with no previous experience of foreign language [learning], to teach them a bit of vocabulary and some structures. (OS teacher)

Yet such an opinion is a double-edged sword. When as a researcher, following the theme of FLTYL prestige and how difficult this job is, used it to justify a common sense belief that children are not capable of learning much and so early FL teaching do not require superior FL proficiency on the side of the teacher, some of them objected strongly:

A lot of people disregard the importance of having excellent FL competency. They think that in classes 1-3 you only teach colours, counting, food and two tenses. And that's it. No. I think that you need a high fluency in the language, especially in speaking. Which is so often a complex of ours. Because there is a relationship like that: If you do not know more you won't teach them more either, you are even not capable to talk to those children in the foreign language, expose them to a basic classroom language. You say things like 'Close your books' and make three pronunciation mistakes in it. You need some sort of ease and confidence in the language. (FL teacher)

Interpretation of data depends on how teachers perceive the problem and define 'appropriate' or 'sufficient' competence in an FL. Though quite rare, there were some teachers who admitted not using an FL in their class much and did not see anything wrong in doing so. In such a situation it would be rather surprising that they confessed to having any FL deficiency. Other teachers were critical about their own linguistic skills. EY and OS teachers in particular emphasised throughout the interview that their insufficient competence in the FL was a real problem.

Similarly, during the interviews the teachers differed in their self-evaluation of FL skills depending on their interpretation of the goals of early FL instruction. Those who stressed the importance of exposing children to as much input as possible, usually also admitted that their skills sometimes are insufficient to conduct the whole lesson in the FL. Likewise, those who saw great potential in children's abilities for pronunciation and the role of the teacher in helping them master '*the right accent*', put their own skills in this aspect under close scrutiny. Similarly, the teachers who attempted to link learning an FL with other subjects were able to evaluate whether their linguistic level is sufficient.

As for me I can communicate in English. But I know my weak points, too. Frankly, I have always thought that I am doing some harm to those children. I believe that young children should be taught by some hyper-specialists or native speakers. People with flawless pronunciation, not making errors. And us? We do not have some excellent pronunciation or whatever, and children while listening to us form a lot of bad habits. (EY teacher)

Yet, such honest admittance of limitations, like the last one, was rare. More frequently, when asked about the FL proficiency required from a FLTYL (that is in fact from **them**), teachers invariably preferred to talk about ‘these teachers’ out there:

My observation is that when I start teaching in the 4th or 5th grade I have many students who learnt English in the past and they come to me with numerous bad habits, especially with pronunciation. (...) I really don’t know who teaches like that. So I have to devote a lot of time to correcting the things they once learnt inaccurately. When we have controlled practice everything seems all right, they seem to understand, and so on. But when it comes to spontaneous production; I mean, when they say something ‘of the top of their head’, they return to the bad habits. (FL teacher)

My opinion based on what bad habits my children bring into the classroom is that some teachers know very little about the language they teach. They are basically ‘three words’ ahead of their students’ current level. (FL teacher)

I really cannot say who those ‘bad guys’ are, since I have good reasons to believe that my survey sample is representative for the population of teachers involved in FL teaching in elementary schools. Maybe, as the teachers suggest, all the poor practice takes place in the language schools? And since we know from the previous section that there are mostly FL specialists and native speakers employed there, are these people at fault? A very sensible answer was provided by one of my interviewees:

I don’t know if it has something to do with the teachers’ competencies or rather their pedagogical training. I do not believe that all of them have bad pronunciation only because their students when they come to me they cannot pronounce basic words properly or make mistakes. I think that it has something to do with the way they teach. One frequent thing is that correction is ‘bad’ because it discourages pupils. So the teachers create a nice, friendly atmosphere where errors are non-existent. (...) Sometimes the parents want a child to learn the language and a child is still having difficulty with the pronunciation in the native tongue and they may learn something incorrectly. Or a teacher has not seen to it because the children only repeat as a group and she cannot hear if everybody pronounces correctly., and there is little individual work. And then it is so difficult to change these bad habits. (FL teacher)

The hypothesis that students’ wrong linguistic habits reflect not only the teacher’s poor linguistic competencies but also flaws in his/her teaching style may be a correct one. But is this competency, no matter how good or bad, sufficient to teach some content-matter in the FL?

It is completely unrealistic. As for now I think that the foreign language competence of the majority of Early Years teachers is so poor that they will not let them go beyond basic ‘colours and counting’ teaching. I think that we should aim at this [integration, CBI] for the future but now it is not possible. (FL teacher)

And what about the FL teachers who have followed a five-year long philological training?

Let's be honest. I know a lot. I can recite some Shakespeare to a 6-year-old (*laugh*). I know the difference between a glottal stop and fricative. But I simply... would not be able to run five minutes of music because I haven't been taught what *klucz wiolinowy* [a treble clef] or *pięciolinia* [a stave] is called in English. (...) Even at a very advanced language courses they teach you only language for general purposes. And here each subject is so specialist and what you need is not only a ton of information but also specific language to talk about it. Not to mention the knowledge how to teach these things. (EY teacher)

Unfortunately the prospects for the future in this respect are very bleak, too, since the student-teachers self-evaluate FL competency in their two languages much lower than the teachers. Here the differences between FL and EY students are significant for all language skills (See Table D-8 to C-13 in Appendix D). It is of some concern that the mean rank score of EY students' competency in speaking and vocabulary is the lowest of all skills. Of course, we may assume that both groups of students are slightly hypercritical about the FL skills. Yet maybe it tells us that, at least for EY students, a two hours-per-week FL course is hardly sufficient to sustain their FL competency, let alone improve it.

Several students indicated that the university policy demanding the continuation of at least one of the FLs learnt in secondary school is unfair. Especially, EY extramural students, who are entitled only to one FL as part of their university education, have hardly any choice since at the time when they attended secondary school Russian was obligatory. So even though they often wish to become a FLTYL they are trapped unable to improve their linguistic skills in languages other than Russian and, as we know, the demand for early Russian is low. This problem is acute, since some current FLTYLs had mastered or substantially improved their FL skills only recently. In all cases, they were the teachers who could not freely choose an FL while they were at secondary or higher education. Nevertheless they persisted and managed to learn it in their free time and eventually become a FL teacher. Thus the policy described in relation to the current teacher-students seems unreasonable because it prolongs the time of entry of some candidates to the FLTYL profession rather than deters it completely.

There is also significant difference between the level of FL competency declared by extramural and daily student-teachers (Table D-12 and C-13 in Appendix D). Being given c50% less of contact hours in FL courses takes its toll and extramural students do not seem to achieve comparable proficiency. Bearing in mind that these are mostly extramural student-teachers who declare willingness to become FLTYL, an intensive language improvement programme may be needed. An important signal for FLTYL course designers is also that setting the FL entrance requirements to the future FLTYL course may be quite

problematic since EY students may not be at comparable linguistic level as FL student usually are.

‘Grandma’s Day and sandwiches’: Teacher’s expertise in the foreign language culture

Another domain of FLTYL subject-matter expertise is the knowledge of the target language culture. As indicated by teachers, many of them have a lot of problems related to teaching culture since their training had not provided them with the expertise required in the elementary school classroom:

We had a module called ‘Culture’ during our course [FL Philology]. But then it was more important to learn by heart all this information about the party system, police, judicial system, religion, constitution than to actually get to know real cultural differences. And imagine that we had all those classes with native speakers who instead of telling us what stuck them about Poland and tell us all those differences, they preached from some books. (...) And then what I need more are things that may be of some relevance for 7-10-year-olds. (...) So whenever I meet people from there, from this ‘Wild West’ I ask them about the school, do they have a bell, what are the times, what festivals, when holidays, how do they spend their free time, what they eat, what about children, when they come back home... all those everyday things that concern a typical family’s life there. (FL teacher)

I have problems with basic things, you know, and I have nobody to ask. It was not until I went abroad myself that I realised how different their life is. And children ask all the time. They have the *duży pokój*⁸² in their flat, they have bread with *kielbasa* [sausage] and their bread is not square so their sandwich is not a triangle. And if you are not aware of those things yourself, what concepts we have and what concepts they [native speakers] have, you teach these children rubbish. (EY teacher)

The problem is that unfortunately not all teachers have actually been in the target language country and hence not all of them are aware that cultural differences:

XX (EY teacher): Teaching about culture is much easier in the Early Years because the curriculum revolves round the seasons, festivals and holidays. So you do it in a way by chance. You teach about Grandma’s Day, teach children a poem in Polish and they you can do the same in English.

SW (*puzzled*): Oh? But I think they don’t celebrate Grandma’s Day.

XX: So whatever. It can be Mother’s Day in May or Halloween, you know what I mean.

SW: I know. But the thing is that they celebrate Mothering Sunday on the fourth Sunday in Lent, so usually in March or April, and I think in America it’s also different. So how do you choose when to celebrate it? According to the Polish custom or the British?

XX: Oh... I didn’t know. The Polish, I suppose.

Some teachers often assume that this is the textbook they are using will help them overcome problems with insufficient knowledge of foreign culture. Yet, as one of the teachers indicated, not ‘all that glitters is really gold’ in the content of children FL textbooks:

⁸² Literally, ‘a big room’, meaning the living room. The biggest room in a Polish flat is the place where a family spends their free time, watches TV, has meals, etc.

Often they make you use XX⁸³ and you basically teach in English about Polish things and you do not have the necessary knowledge of culture yourself to supplement this textbook. (...) And I really don't know if this [using this textbook? lack of knowledge?] is good. From time to time you may read in English about Cracow and the Wawel, but I think that we should primarily teach their way of thinking because we teach that language. (...) But I maybe I am ignorant in this matter because some teachers argue that we shouldn't teach those things [aspects of FL culture] because we are Poles. I am not able to make an informed decision and defend my point here. (EY teacher)

Hence, the data suggests that few teachers, due to the training they have received are equipped with cultural knowledge, useful in the FL, elementary school classroom.

'Insects and planets': Teacher's expertise in EY mainstream subjects

The third problem related to teacher's subject-matter knowledge concerns the question, 'How familiar should a FLTYL be with the content of other mainstream subjects such as maths, science, or social studies?' On the surface, it seems that only the EY specialist (classteacher) should be familiar with the mainstream subjects' content matter and be able to teach it since it is her/him who is responsible for delivering these subjects. Yet with the movement toward holistic, integrated education (see discussion in section 2.10), knowledge derived from other subjects is **already** present in a lot of FL teaching in the elementary grades. In this section I explore how well prepared the teachers are for this task.

The main issue centres around FL teachers' emphasis on the language *per se*. They focus on form rather than content. A classic example is this comment:

XX: I think that we, language teachers, have our backs covered. We may always claim that we integrate English with other things. Recently, for example, I was teaching about planets because it was in my textbook.

SW: Planets?

XX: Uh-huh. You know, Jupiter, Mars, Sun ... all those things from astronomy. The solar system. You cannot imagine how much I learnt about those things. I hadn't known most of it before. And there was some biology, too, about insects: flies, bees, hornets, wasps.

SW: Oh.

The teacher, consciously or subconsciously, has made two mistakes. An astronomer would probably object to classifying Sun as a planet. A biologist would have problems in naming flies, wasps, etc. as *insekty* instead of *owady*⁸⁴. Still another teacher, while talking about integrating nature studies into English lessons and teaching vocabulary related to names of

⁸³ The name of the FL textbook has been erased.

⁸⁴ The understanding of this example lies in Polish translation. The Polish term *insekty* denotes only parasitic insects, such as fleas, lice or bedbugs; bees, wasps and hornets should have been referred to as *owady*.

popular flowers, used a literal translation of the term an English term ‘lilies of the valley’ *lilie z doliny* to refer to *konwalie*.

The issue is whether such ‘inaccuracies’ are significant? If we follow ‘English is English, science is science’ reasoning, probably not. Yet if we rather incline towards the argument that most learners, however young, learn the language not for its own sake but so as to name the biggest piece of world around them (Krashen, 1984; Mohan, 1986; Met, 1991; Curtain and Pesola, 1994), exposing students to an ‘inaccurate’ version of some facts may be, in fact, precarious. As Halliday argues:

Language is not **how we know** something else, it is **what we know**; knowledge is not something that is encoded in language – knowledge is made of language.

Halliday, 1998 cited in Riley, 1991:275.

It seems that the issue that EY teachers to some extent, learn about content-matter taught in EY especially as far as science goes, while FL specialists have spent their time, as pointed out, analysing Beowulf, the Great Vowel Shift and the Tories. While such training seems absolutely appropriate for philologists, it seems to have little relevance for FLTYLs. And while they do get superior proficiency in an FL from three or five years of in-depth study, faced with topics covered in early FL classroom they may have little competence:

I think that English Philology is really good. I do think so. There are plenty of courses giving top-quality knowledge. But here most of it simply seems out of place. Sometimes I feel I am wasting it, because I cannot use it when teaching 6 or 10-year-olds and eventually I will forget it anyway. Of course, some of these things are only for my personal benefit; broadening my own intellectual horizons... that sort of thing...which is great, you know. But I wish I **also** had some expertise which is directly relevant to what I actually teach about here. OK. I can learn about the shapes of various tree leaves myself, I can learn what you call the young of various animals. It’s all true, but why? Then you start thinking what is the point of doing a university course if you have to learn most of your professional knowledge through self-study? I wish I could simply swap some stuff I had to learn for things that will be useful while teaching young children. Because when you do it in a different language it’s like learning about it for the second time. You cannot simply say that I must have learnt these things at some point of my own education so it’s just a matter of transfer from one language to another. I wish it was that simple. (FL teacher)

As evident the issue of FLTYL subject-matter expertise is problematic. Foreign language, culture and subject-matter content are vast areas and guidelines that a teacher should possess ‘native-like’ FL proficiency (see section 2.4.1) seem too vague. In the Polish context where teachers do not acquire their skills in a naturally bilingual environment, FLTYL training would require detailed specifications which areas of language and culture seem most relevant for FLTYL work. Maybe the customary syllabus of FL Philology course, these traditional ‘three Cs’—Chomsky, Chaucer and Churchill (as one of the teachers has put it)—should indeed be ‘exchanged’ for something different. This of course

is not to suggest that the *Canterbury Tales* should be replaced by the *Little Red Riding Hood* during the literature class since the teachers do need ‘broad intellectual horizons’. Yet some balance should be exercised between studies of purely philological orientation and the ones that may be used in directly in teaching young children.

4.2.2.2. *General pedagogical knowledge*

The second area of FLTYL expertise is related to their general pedagogical knowledge such as awareness of child development, understanding the principles of L1 and L2 acquisition in the childhood, familiarity with children’s learning styles, awareness of general elementary school classroom management and strategies, ways of assessment and monitoring pupils’ progress.

Are all children the same? Coping with general pedagogical problems

While I did not directly asked the teachers about their knowledge of child psychology, human development and educational psychology, the data was abundant with references to this issue. The conclusions that can be drawn are that EY teachers have a wider expertise related to child development and early childhood principles. I do not mean here encyclopaedic knowledge of early childhood education theories but how they are able to apply them to their everyday dealings with children.

My observation, supported by some teachers, is that an FL Philology course is quite general and gives them only a ‘foundation’ or basics of educational principles or psychology.

Psychology and Pedagogy? Well, you get basics from those courses. But what you can expect from two short courses? They are so short and aimed at giving you only general background. And I think that these are even called ‘Elements of pedagogy’, ‘Introduction to psychology’. In a way they consist of a series of definitions, what memory is, motivation, etc. You do not learn there principles of child development in detail. This is the Philology course, not teacher training. It is only a smattering of this and that. (FL teacher)

Is this ‘smattering’ enough?

If any teacher from higher grades is to replace me, when I am on sick leave for example, they will do it everywhere but in classes 1-3. It is very difficult for those teachers to come to a classroom and teach if they don’t know what those children are able to do and what they are not. They even don’t know what language is appropriate, how to talk to those children. (...) And in higher grades if you are not clear a student will raise his hand and tell you, ‘I don’t get it’ or ‘Why it’s like that?’ And here, a child will sit, get restless, fidget a bit and go away. He will not tell you that he has no idea what you are talking about. (FL teacher)

What EY teachers are often prepared for during their training is a role not limited to being an educationist but includes also the role of a carer (*'They need a hug, a kiss, and a lot of heart. Of course you shouldn't let them to walk all over you. You need to be kind and warm but be an authority for them'*) and even therapists. What they frequently have to deal in an EY classroom is having children with minor dysfunctions, partially blind or deaf, physically handicapped, etc., and thus they have to be able to diagnose children's problems and act accordingly. Unfortunately, these things are not taught as part of the FL Philology and problems that emerge might be serious:

One day a mother came to me and said that her child had a lisping problem and she went to see a speech therapist. (...) the speech therapist immediately asked her if the boy was learning English and when she said that indeed he was, she told her to take him out of the course because the articulation of some English sounds would make his problem even worse and the therapy would not work. But the mother was obstinate and she argued that taking him now would create problems later since he would not be able to catch up with the rest of the class. She kept saying to me, 'You are the specialist, tell me what to do'. Of course, I am a foreign language teacher but how am I supposed to know such things? They don't teach that at university. (FL teacher)

In the situation in which you deal with a wide range of problems, a general knowledge of psychology simply does not work. Yet, even though EY teachers usually have extensive expertise in EY pedagogy and psychology, problems in teaching an FL to young children fall into a different category than those typically encountered in EY classroom. It is unlikely, for example, whether an EY specialist, despite courses taken in speech pathology and special needs education, would be able to solve the lisping problem experienced by her FL colleague.

Insufficient expertise in child development of FL specialists may result in 'branding' children who do not achieve instant results in FL learning as 'poor students'. As one teacher has observed:

The lack of adequate education among teachers has a direct influence on how they teach. They often label a child as a 'low-achiever' because she or he has some problem. They don't know if mixing voiced and voiceless consonants is normal or not, they simply know that a child has a pronunciation problem. They don't know how to deal with it. Children grow up and go through various stages at different paces and sometimes so-called 'school maturity' comes later. And these days, I know that since my sister is a FL teacher, they are not taught such things. FL teachers are **absolutely** unprepared to this type of work. (EY teacher)

It was indeed a common statement among FL teachers that not all students are capable of learning an FL simply because they have problems with their own language or because there are low-achievers in general.

Children have this natural gift to learn languages. Of course, not all of them. There are different children and some of them are less able, because they cannot learn certain things even if they try,

even if they try hard, they are not capable because of various reasons. Some are basically weaker students, some have other problems. (FL teacher)

This statement seems particularly disturbing since it goes against numerous research findings providing support that indeed FL education is for **all** learners, also for students with disabilities and those who are low-achieving in the general education (Genesee, 1987; Met, 1998a; Cummins, 2000). Bruck (1987:70), for example, concluded that ‘children with language disabilities can benefit from and learn in French immersion programs’ and they ‘should not be excluded from such programs merely because it is felt their first language development is poor’. Exclusion or postponing the start to FL learning was, however, quite frequently reported even by parents from so called ‘integrative’ elementary schools, in which children with disabilities are enrolled to standard classes.

Again, since ultimately it is the teacher who establishes an inclusive classroom environment, adapts the curriculum to meet the needs of the special needs of each student, it seems that FL teachers should have an understanding of how to deal with this problem.

Teacher's beliefs about how children learn a foreign language

A related problem is teachers’ understanding of the principles of L1 and L2 acquisition in childhood. The EY teachers even though seemingly possessing a wider expertise in child psychology also have problems here. The problem is that they are not trained to deal with language-specific problems. Here, both EY and FL specialists are not acquainted with problems related to simultaneous acquisition of L1 and L2 in childhood. One of them for example lamented that children notoriously insert Polish words into English utterances. Another one marvelled why children use ill-forms such as ‘wented’ or ‘feets’ even though ‘*she has never exposed them to such language*’. One teacher wanting to prove the point that not all children are capable of learning an FL referred to a situation in which a child ‘*refused speak English*’. Teachers also describe numerous problems related to writing, which I discuss in the next section. I conclude then that most teachers are not familiar with notions such as salient period, code switching, hypothesis making, and so on, which might provide them with some explanations why children learn in the way they do.

Similarly when asked how they think children learn an FL, the teachers referred to the methods they were using: games, physical activities, singing, drawing, etc., and about, an optimal environment for learning: friendly atmosphere, lack of stress, being active. Almost all teachers mentioned children’s short attention span and the need to change activities often since they get bored very quickly. Yet, none of them actually attempted to back up

the methods they used with a more substantive theory explaining ‘why children learn the way they learn’.

I relied on my intuition, observed children, and what worked best for them. I used a lot of storybooks, pictures, games, songs and those children learned from them instinctively [intuitively?]. I was talking to them, reading a story or something and Oh! suddenly some gate or window would open [in their minds] and they simply **knew** that you should say something this way or another. (EY teacher)

But as one of the teachers has pointed out, folk-wisdom and intuition is sometimes not enough:

This is this specificity of teaching in Early Years that you need to bring something to each single lesson, to have a bag full of fruit and vegetables or clothes. (...) And somebody who is not familiar with this specificity will never come up with this idea that it is not enough to say, that you need concrete objects, If you play shop you need a counter and these fruits have to be there and scales and money. (...) But a lot of teachers believe that it is enough to say that the word is everything. And if you have ever taught little children for real—five lessons every day five days a week—then you know that they primarily need to touch, see, and move around. (EY teacher)

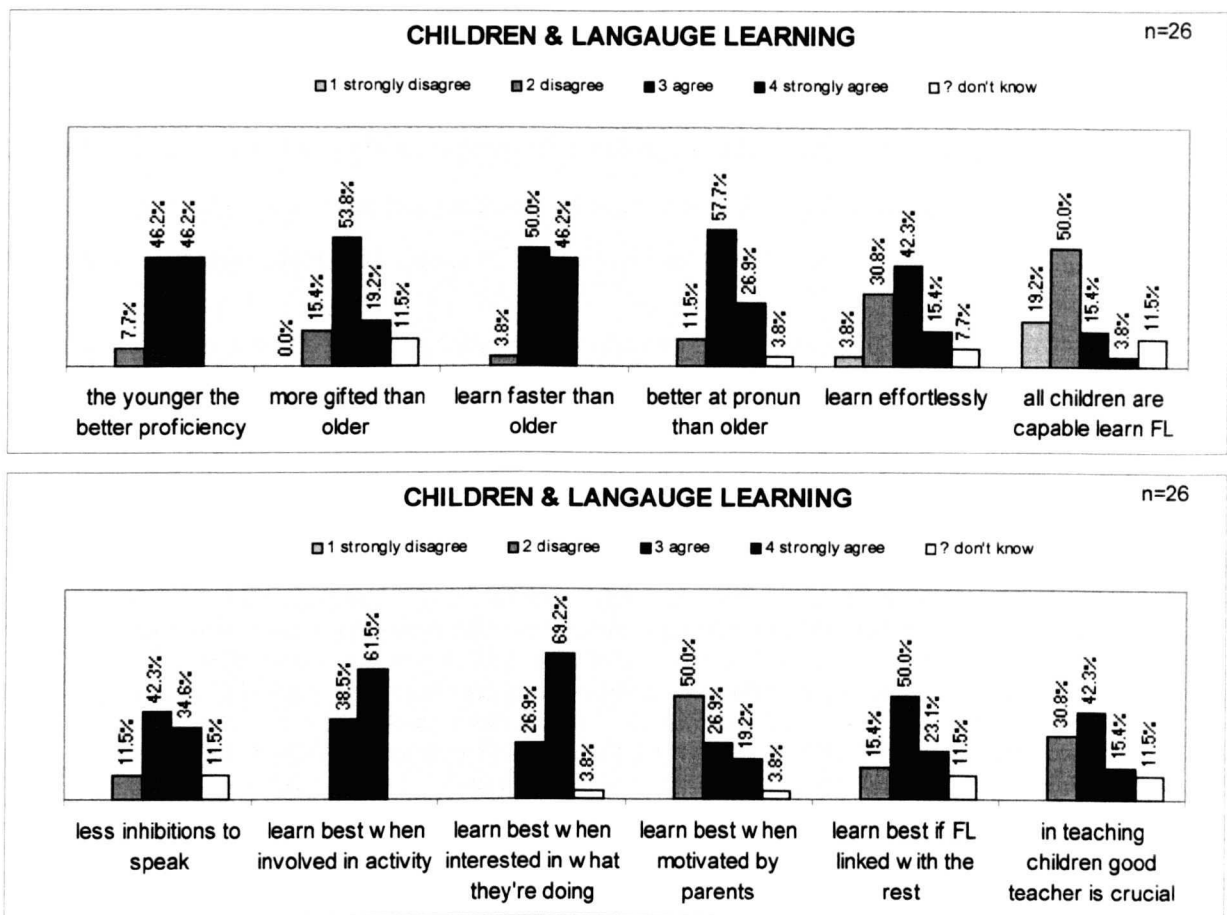
Teachers answered the question why they think it is worthwhile to teach children FLs in the first place. In a similar way, the problem is that the teachers, regardless of their educational background, are only able to provide a handful of common-sense reasons such as:

- Children are better language learners because they are ‘more receptive than adults’ ‘have a higher language aptitude’, ‘are like sponges, they immediately grasp everything’, ‘are much better at pronunciation’, ‘the foreign language is not that foreign for them, they have less prejudice and stereotypes’, ‘it is harder for them not to succeed, they don’t feel if they fail’
- When you start early—‘they gain additional years and you learn more’, they have a less stressful transition from elementary to secondary school’, ‘gives them time to get accustomed with an FL’

These beliefs are also reflected in the way the teachers answered questions 14.4-14.15 of the survey (Figure 4-31). The answers to three questions are especially interesting: a strong teachers’ belief that children are superior in acquiring FL pronunciation, a strong disbelief that all children are capable of learning an FL and that motivation from parents is not important. I suggest that had these teachers ever been exposed to a rigorous course on language acquisition theories, their answers would have been different (see for example, Singleton, 1989; Ellis, 1994; Lightbown and Spada, 1999). Since the teachers regardless of their different educational background do not differ significantly in their beliefs on child

learning answers (see Table D-14 in Appendix D), I have reason to believe that this is the common-sense knowledge that the teachers share, not theoretical knowledge about how language is acquired, and what real benefits early exposure to FLs may have.

Figure 4-31 Teachers' beliefs about children FL learning



The problem is that these gaps in teachers' expertise may influence the way they teach. Without some clarity how children learn best, what problems they may encounter while gaining simultaneous acquisition of Polish and another language, teachers are no able to set realistic goals for their learners, plan their courses, choose methods and materials, etc.

Developing simultaneous literacy in Polish and an FL

As indicated above, a lot of teachers, due to lack of fitness-for-purpose FLTYL training, rely on common sense and intuition. But mere intuition does not seem to work when teachers are faced with real problems related to language acquisition, such as the promotion of simultaneous literacy in L1 and L2:

Sometimes I had big problems related with my lack of knowledge. For example some children were crying because they'd got a bad grade and I was sorry and I didn't know at this stage whether I can still accept phonetic spelling or not. (OS teacher)

It would be interesting to establish why they believe young children should be exposed to the written word and encouraged to write from the very early stages. Yet, there is also a technical problem. FL specialist usually take it for granted that when they start to teach an FL students are fairly proficient writers in their own language. This is not the case in EY classroom. FL specialists seem to know little about the way literacy skills are developed in L1 and L2. EY teachers while experts in teaching reading and writing in Polish, suffer from lack of knowledge whether children undergo analogous processing while learning an FL and whether the same techniques of literacy skills may be used.

A problem often referred to was that when children are exposed to any form of a written word in the FL (a poster, flashcards, etc.) they apply the same technique of reading in English as in Polish:

It is mostly 'trial and error' knowledge how to teach these kids. When I started I had a strong belief that you have to develop all four skills simultaneously. Such a principle somehow got stuck into my head: 'All skills approach', 'Teach all four skills'. So I did. Nothing spectacular: just a couple of single words to write or read in their workbooks. And then children with all the pride and joy that applying their freshly-acquired reading skills into a different language, tended to read /tzar/ instead of /ka:/. (...) I simply didn't have the guts to correct them when they were putting these three letters together with a frown on their forehead. So I changed my tactics and I do not teach reading or writing at all. The posters are there but I never direct my attention to what is written in them. I point to pictures instead and after a couple of months children work out on their own that there is a difference between the way you write and they way you pronounce words in English. By the time of this 'enlightenment day', as I call it, children are fairly confident readers and writers in Polish so they accept these difference as normal and I can teach these things directly. When I tried to explain this difference myself, it usually didn't do any good. I only confused them. (EY teacher)

This reflection on practice and self-discovery of some of the principles of FL teaching to children was provided by an EY teacher, who formally has no qualifications to teach an FL. We can easily see how the boundaries of who a FL specialist is are established when we read this excerpt from the interview with a FL teacher:

Sometimes I am so frustrated that they make so little progress. Especially when I introduce reading. They mix up voiced and voiceless consonants. I have to repeat over and over again that we write like this and read like that. (FL teacher)

Though it is very difficult to say what the problem was in this particular case, it may be that mixing voiced and voiceless consonants might not reflect problems in reading but might be due to a general articulation problem that this child had both L1 or L2. Unfortunately, only the EY teachers that due to their training tend to make links between L1 and L2 learning difficulties:

... or another problem was that some children have a mild dyslexia or dysgraphia and generally have problems with spelling, they see the therapist and they problems diminish. And I know how to deal with them during Polish, I have special sets of exercises for them, special grading system I try to help them learn. And obviously they seem to suffer from the same problems while learning English. But I am stuck here. I have no materials, not even anybody to ask what to do. (EY teacher)

Apart from general expertise on how to teach writing in an FL, there are technicalities that FL specialists are not aware of. For example, they are often not familiar with different shapes of the letters used in Polish EY teaching and FL teaching (for differences see Appendix E). Instead they use personal, free-style writing, which can be very confusing for children. And vice versa, EY teachers follow Polish EY printing conventions, so called, basal print (*pismo elementarzowe*) or children's calligraphic writing, which again will inevitably lead to a clash if they follow any textbook that originated in the target language country. As pointed out by Machado (1995:352, emphasis mine):

Teachers have to be familiar with printscript (or any other form used locally). It is easier for a child to learn the right way that to be retrained later. All printing seen by young children in a preschool should be printscript (...) or D'Nealean style. Names, bulletin boards, and labels made by teachers should model correct forms.

In the same vein the Polish ELT source claims that:

We have to remember that the Polish alphabet is not compatible with the English one since it lacks v, q, x and the apostrophe. Thus, an English teacher has to introduce these letters himself.(...) We would like to draw your attention to the form of printing. We think that it should be consistent with the Polish basal style so as to allow a child to use his emergent literacy from Polish and accept writing in English as natural as it is in his native tongue. Unfortunately, foreign textbooks do not meet such standards so we recommend XX⁸⁵.

Wieczorek and Skiba, 1999:38.

Is this to say that we must not use any FL textbooks or workbooks and instead follow Polish only sources? That if we have an English corner that we should stick to the Polish convention and rewrite any non-Polish materials? What about the claim that we should be using authentic, culture-specific materials (e.g. Dunn, 1998)? Does the style of handwriting reflect culture and as such should we teach it in a culturally appropriate way? Do we put a child in a trouble because his/her letter written in a Polish fashion will be simply illegible for his/her English penpal?

These are the questions raised by some of my interviewees who really did not see them as minor problems. As bluntly pointed out by an EY teacher:

⁸⁵ The title of the textbook has been omitted.

I spend hours repairing some damages caused by some overzealous kindergarten teacher who had taught those children printscript and now they keep mixing print with a calligraphic way. And then I get a kick in the teeth from a FL teacher at some course or private tuition. I am telling them, wait, teach those children some songs, colours, right pronunciation and wait a bit till they are more secure in their literacy in Polish.

But should we really wait? Is simultaneous acquisition of reading and writing skills in L1 and L2 always a bad thing? The literature gives various answers to such problems (see Curtain and Pesola, 1994; Długosz, 2000; Izquierdo, 2000). Still another problem is how to develop literacy in L1 and L2. In English-speaking countries, the debate of whether to use a more traditional phonics approach or maybe adopt a Whole Language approach has not been resolved yet. Paraphrasing the title of Rixon's (2002) article, simultaneous teaching reading and writing in L1 and L2 is 'not as easy as ABC!' Yet, the trouble is that when teachers are trained in an 'either-FL-or-EY' way they are not given a chance to realise possible pitfalls and discover some possible solutions for their own FL classrooms. My conclusion echoes Mifsud's words:

The way forward is to have a better specification of objectives and framework for the teaching and learning of biliteracy and teacher education for it.

Mifsud, 1999:39 (emphasis in original)

4.2.2.3. Teacher's pedagogical preparation

Intuitive or learnt? Teachers content pedagogical knowledge

The pedagogical content knowledge denotes interaction between the three knowledge bases above and practical knowledge which allows the teacher to convey this information to his/her learners. The survey and interview data gives a substantial account of the teachers' pedagogical training.

The majority of the teachers are not fully satisfied with how their alma mater has equipped them. Generally speaking there seem to be two problems. One is that FL teachers usually complained that their FL methods course was either irrelevant for their job in an elementary school classroom, or that it was insufficient in general.

The beginnings are always difficult because the university course does not prepare you for teaching children. You have to make up your own way yourself. (FL teacher)

The first year is always a clash between the theory and reality. And then you look for resources, aids, etc. You have to make up what you don't know. (FL teacher)

They are often underconfident, inexperienced and claim 'what they teach us during the methodology course is one thing and real life is another'.

EY teachers, on the other hand, seem to be well-prepared for the challenges of FL teaching. In particular, their knowledge is limited as far as FL teaching methods and techniques, familiarity with FL resources and their application to application in early FL teaching are concerned. They frequently follow the teacher's manual accompanying the textbook they are using or use intuition.

I've read some articles on teaching English to children and I have some idea what to do. But frankly speaking, it [my teaching] is often more of following my own nose than relying on some theory or knowledge. (EY teacher)

Everything seemed to be so complicated when you teach this age group. You feel so helpless sometimes. You use games, songs... all the typical things. But then you wonder, 'How am I to explain this?' They [pupils] need to know about the Saxon Genitive and they even don't know that such a thing exists. They will take no lecture or typical explanation. So what to do? And you think and experiment. Sometimes it works, sometimes it does not. (OS teacher)

Since the teachers in the survey seem to be guided by 'gut feeling' in their decisions how to teach, it is unsurprising that my hypothesis that teachers' educational background have an impact on their classroom behaviour is not supported (Table D-15 to 19). The teachers really didn't know what skills should be primarily developed in early FL teaching or whether, for instance, grammar should be taught inductively or deductively at this stage if child development, or if indeed it should be taught in the first place. Once again, the competencies are inadequate and while some teachers' common wisdom tells them one thing:

But I cannot believe that you can teach grammar to a 7-year-old, have him learn, let's say, three tenses. That is if a child is very able, it may be possible. But I think that at this stage what is important is to encourage them. Grammar, no! But vocabulary? Yes by all means! We are talking about some things and why not teach them new words, let them memorise them. But grammar? (EY teacher)

Others using the same source come up with totally different conclusions:

These classes are aimed primarily at speaking, pronunciation and comprehension. Then I gradually introduce writing and reading. But my experience is that when you start with writing and reading, learning becomes more serious and learning-like. There is less fun, fewer games. So I do not rush with those things. (...) I think that it is no mystery to anybody why so many teachers prefer having a textbook, a workbook and immediately start with grammar. I think it's because they are insecure in their own foreign language skills, especially speaking and pronunciation. So that's why they prefer making the children busy with writing and reading. But a bilingual teacher or a native speaker will never be afraid of talking. I think she would even prefer to plan the lessons in such a way that a child has the opportunity to listen to her, to talk to her a lot. (EY teacher)

It appears that these teachers have a plethora of valuable observations about the way children learn, what methods work for them and which do not. Yet, what they need now is to belong to a training group specifically catering for their needs, to reflect on and analyse their own practice of teaching languages. And since they also seem to be bothered by the

Why am I doing it? and *Am I doing it right?* questions, they also need to be adequately equipped with theories and principles that underpin the activities they use.

Teacher’s knowledge of resources and teaching methods

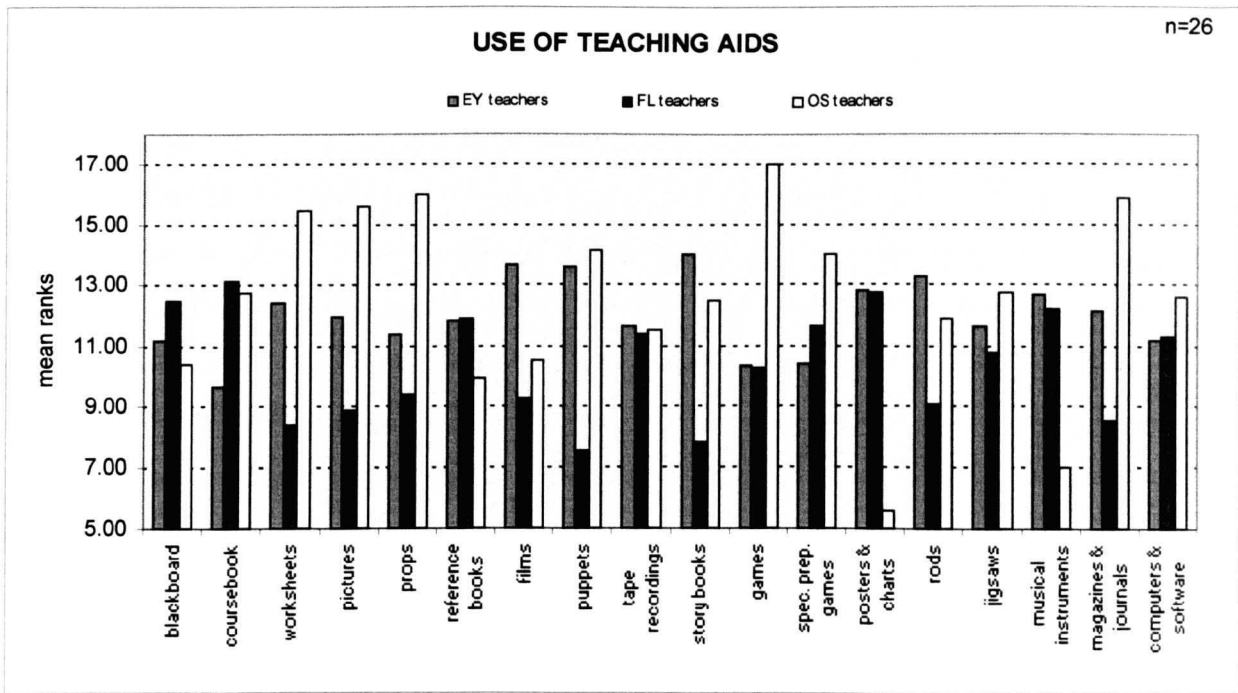
In parallel to these needs, the teachers seem to have yearning for practical ideas: what to teach and how to teach.

I think that when you graduate from the university, you should leave with a file full of teaching aids, materials, lesson plans... (*showing*) That thick... So that when I start my first teaching job from the 1st of September, I know exactly what I will do with these children. And not that they are material to experiment on because I myself have to learn how to teach them. (EY teacher)

Even though some of them are quite experienced teachers, yet in terms of FL teaching they can still be classified as novices. Hence many of them were short of ideas about what methods, techniques or resources can be successfully used in the EY classroom. Yet, as one teacher pointed out:

Of course I’ve had some pedagogical training, but in teaching kids you have to use your brains all the time. (...) All those games and plays that you once used in the EY classroom ... you may use them in teaching English. I get inspiration from everywhere. I believe that anything can be converted into English: Bingo, Wheel of Fortune, fairytales, books... Anything. (EY teacher)

Figure 4-32 Teacher ranking of the teaching aids used



As illustrated in Figure 4-32, EY and OS teachers use a wide variety of resources. Their overall use of various teaching aids is slightly higher than that of FL teachers who seem to rely more on a few resources such as blackboard, textbooks, posters and charts. Despite

their philological preparation, they rarely use storybooks or articles from child magazines or journals. They probably think that since limited FL skills prevent them from reading these materials on their own, such resources cannot be used. They are possibly not familiar with techniques similar to a ‘literacy hour’ in an L1 (in which reading aloud a story to the whole class and supporting comprehension with pictures and realia) or more advanced methods supporting acquisition of FL literacy, such as ‘sheltered literature teaching’ and ‘free voluntary reading’ (Krashen, 1997) that are an important component of early FL teaching (Ellis and Brewster, 1991; Wright, 1997; Paran and Watts, 2003)

We can also see how low the usage of worksheets is among FL specialists. Worksheets are advocated as one of the techniques propagating individualised learning and are a part of everyday repertoire of many EY educators. Thus, they are much more frequently used by EY and OS teachers to teach an FL.

Yet since the chi-square results are not significant we cannot actually claim that the three groups, due to their training indeed differ in their use of teaching resources. Also my hypothesis that the use of teaching aids depends on teacher’s artistic skills was not supported ($r=.261$, NS at $p<.05$, see Table D-22 and D-23 for details).

Both survey and the interviews also support the idea that after all the teachers’ artistic skills and artistic training is not that important. Generally speaking there seems to be no relationship between artistic skills self-evaluation of the EY teachers, who have received a 5-year-long training and that of FL and OS teachers’ who have not been trained in that direction (Table D-24⁸⁶). Moreover, since the mean ranks are generally quite low we cannot claim that FLTYL teachers are artistically talented, either. It seems from these results that a teacher can successfully use various artistic means, such as drawing, singing or dancing without being talented. The interview data also seems to confirm such a line of reasoning. I have already presented one example (*‘I cannot draw or sing but I love to sing and draw with them...’* see page 46) and here is another teacher saying similar things:

We had a lot of practical courses [during EY]: music, arts, drama and dance workshops. A lot. But now as I see it some of it is wasted. Because music is taught by a music teacher and all those things I had to learn—piano, guitar, flute—for 5 years, all of it is wasted. And even if I wanted to use a piano, there wasn’t any in my English classroom. So I use only my vocal skills, but I think that you shouldn’t worry too much. Children don’t laugh at you. OK. Once they laughed ‘cause you had a sore throat and my singing was really horrible. So they laugh at you but it is never malicious. They

⁸⁶ See also Table D-25 for the student-teacher self-evaluation of artistic skills.

laugh because it's funny. You shouldn't worry or be afraid. So I think that all this very practical training was a bit exaggerated. (EY teacher)

Yet as pointed out by another EY teacher:

If somebody decides to be an Early Years teacher he has to have some artistic skills because without them, at least at a minimal level, you simply cannot do your job well. Our work relies so much on pictures, posters, cut-outs and there is also plenty of singing. You have to take it into account. And if somebody keeps repeating, 'I cannot draw, I cannot sing', there is already something wrong with him. I think that what counts is the attitude. Children are like that whatever their Miss does is beautiful and fabulous. You shouldn't worry. (EY teacher)

This remark suggests that what counts in the selection of candidates for FLTYL training is enthusiasm and readiness rather than special artistic talent. And as long as a teacher's own phobias do not impede his/her use of artistic activities performed in the FL classroom, the artistic merit of pictures or a song performed by him/her has little relevance.

4.2.2.4. *Knowledge of educational context*

The final area of the teachers' expertise investigated is related to knowledge of the context s/he is working; the knowledge of elementary school education policies (e.g. grading system, record keeping), and knowledge of the learners, schools and wider community. Out of the plethora of possible areas for discussion I have chosen two, in my opinion the most problematic—related to relationships with other teachers and with parents.

'...and the gap is between us': FLTYLs cooperation with other teachers

Seeing oneself as an outsider; feelings of exclusion and loneliness, of not being a 'real' FL teacher, and isolation are the returning motifs in many interviews with teachers. We have already seen some signs of it in section 4.3.1.1, in which I have mentioned the sensitive issue of prestige and entering the profession through a back door. For me, as an outsider, there seems to be tension between FLTYLs and the 'rest of the world'. The specificity of the teaching FL to children traps those teachers in between the two professions. The way EY teachers enter the FL profession, for example, when from one year to another they transform from an 'ordinary' classteacher into a FL teacher does not necessarily automatically him/her into being the FL teacher, and yet part of the bond with other EY teachers seem to vanish—the problems are no longer shared, the same conferences attended, etc. It is as if they have entered a different world.

FL teachers, on the other hand, seem never to leave the world of FL teaching to older learners, since teaching FLs to children is always an additional job for them. They are also overloaded, often the only, or one of the two teachers in a school, or even in two schools,

since after the elementary-middle school split some of them are simultaneously employed in both of them. And even though FL teaching to children is an extra job for them, yet the feeling of being left alone with their problems is also quite prevalent among those teachers.

Moreover, since all those teachers come from so many diverse backgrounds—often used to teach other subjects for years before embarking on early FL teaching—they do not have any common platform on which to communicate. Since they usually do even not know any other FLTYLs, most of them have not even considered that any cooperation is possible:

I think it would be wonderful to get together and help each other. But truly, I have not even considered that I could indeed cooperate with some other teachers, exchange ideas and materials... You simple get used to doing things on your own. I felt isolated quite often. Nobody to ask if I was doing the things right... Nobody to turn to and simply talk about the problems or questions I had.
(EY teacher)

There seems to be some distance between all those various teachers, some of them still FL teachers, some EY, some Polish, some still teaching other subjects, and yet united by the same experience—teaching FL to children. Moreover, there seems an insurmountable gap between teachers teaching to young children in classes 1-3 and those teaching in higher grades, as in the following dialogue between an EY teacher and me:

SW: But don't you think that at least some cooperation is needed with those teachers taking over teaching the [foreign] language from you at the 4th grade? You know, in the same as you articulate teaching of Polish, maths, and so on with what takes place in the Early Years.

XX (EY teacher): Articulation? You mean, being asked by a Polish teacher, for example, what I did with those children in classes 1-3? No. Nobody bothers about it (*laughing*).

SW: But you have so much to give, for example you may tell something about the capabilities of these children, if their low-achieving in the 4th class is 'normal' or might be due to some other factors. You've got familiar with those kids so well: eighteen hours per week for three years...

XX: Yeah ... (*still smiling with a bit of irony (?) in her eyes that tells me that I come from a la-la land, naïve and knowing nothing about real school*). There is a bit of truth in it that there is some sort of natural division into 'us and them'. Because we belong to the Early Years which has always been segregated from the rest. And now we even have a separate staff room so the opportunities to mingle are even scarcer. We are perceived as some mother hen brooding over her chickens, protecting them under her wings but not necessarily teaching them much. In some other schools the Early Years education lives its own, separate live; in a separate building, with a separate vice-principal, nothing in common apart from children who one day leave this protective zone with its sleepers, cosy carpets, lack of a bell, and go straight to 'the lions' den'.

Since the classroom teaching model does not seem to be realistic in the near future because not many Early Years teacher are qualified to teach an FL, I explored 'chances of success' of other models that involve classteacher-FL teacher cooperation in early grades of schooling. In particular I wanted to elicit the teachers views' on what I referred to as 'Italian', 'Scottish' and 'American' models:

- An Italian (team teaching) model—two teachers, one of whom semi-specialises in teaching an FL and for example other humanistic/arts subjects, shares the teaching load in two or more classes with another teacher who takes up other subjects.
- A ‘Scottish model’—a classteacher teaching also an FL supported by a secondary trained FL teacher or a teacher advisor (who may, need be, sometime even take over and teach some more difficult aspects).
- An American FLES model—language specialist teaching a couple of classes, relating the material taught with the rest of the curriculum via cooperation with the classteachers.

As a result, I was provided with a very clear picture that Polish teachers are very sceptical about the introduction of any of these models mentioned working in the Polish context. All FL teachers mentioned both lack of time and opportunity to establish an ongoing dialog with the classteachers.

I don't know how it is going to work. Especially with the new Integrated Early Years system. They [EY classteachers] all plan differently now. They know when and what, depending on how the children's work goes. And I have one lesson per week in all classes 1-3 in addition to teaching in all 4th, 5th and 6th classes. So I see EY teachers once in a blue moon, when we bump into each other in the staff room. My teaching hours are different than theirs...they do not follow this 45-minute-long lesson system but decide on the breaks themselves... So, my close cooperation with each of them is basically impossible. I simply can't imagine seeing all of them and deciding what we do together. I am totally alone, here a single FL teacher for the whole school. (FL teacher)

Moreover, the idea of a supporting FL specialist has been intimidating for many teachers since it reminds them of a common experience when various advisors, coordinators or inspectors with not much experience what the real school life is about, come and ‘preach’ what good practice should be like:

SW: And how would you feel about cooperative teaching in which they try to introduce some elements of English onto their teaching during other subjects and you still maintain your separate hour of English, possibly as a specialist introduce some more difficult material?

XX (EY teacher): First, most of my Early Years colleagues would never have the courage to teach English. They do their material [EY curriculum] even though most of them speak it [English]...at least at the elementary level. I don't know if they are afraid or what. (...) For me the optimal thing would be to combine Early Years and foreign language teacher preparation in one course and train these teachers to do both. They will manage then to teach all the subjects. More difficult things taken over by me? But what difficult things are we taking about in Early Years? (...) Besides everybody has its own preferred style of teaching so there may be some conflict because they would teach something that I do not like.

Or like in another example:

...and there is also this personal thing. I don't know how I would feel as Me-as-a-specialist coming and teaching an hour of real English. And they what? What is their role? I simply cannot imagine how it could work. We are so used to a ‘one teacher-one class’ system in Early Years. If somebody takes over teaching some subjects, like music or religion we tend to wash our hands off it and keep doing our stuff while they do theirs. (...) And you are suggesting that FL teachers teaching in higher grades would come and give support? You know how this ‘advising’ works... Somebody comes and

criticises you or gives you advice that is utterly 'out of this world'⁸⁷. Besides they are also so attached to the 18-hour teaching load, so and so number of classes per week, and how would you organise it? Our system is so stiff and fossilised. I simply don't see it work in the way you're suggesting. (EY teacher)

The paradox is, though, that as much as teachers are sceptical about any form of close cooperation among FL and EY teachers, they are also undermining the idea of the 'one teacher-one class' model with integrated FL.

Frankly, I do not see it. How much can I take? Polish, music, science, maths, PE, English and what else? I cannot claim that I am omniscient. Today some theorist has come up with the idea of an integrated curriculum and he thinks that it turns up that can teach virtually anything. (...) In a couple of years they will come up with an idea that English starts in the 1st grade and every Early Years teacher has to supplement qualifications to be able to teach it. (...) But in the same way some people will never teach music, some will never want to teach a foreign language, and still both of them can make very good Early Years teachers. (EY teacher)

It appears that FLTYL training apart from equipping the teachers with necessary skills and competencies, has an additional important role to perform: to provide a platform for those teachers to gather together and build a community of professional. In my opinion, such an opportunity to meet, get to know each other, and build a network of colleagues sharing the same experience may help to bury the gap that exists now between teachers coming from diverse backgrounds. Without it, any form of cooperation among teachers, frequently advocated for as the *sine qua non* condition for successful early FL programmes (Heining-Boynton, 1990; Curtain and Pesola, 1994; Lipton, 1998) will be difficult to establish.

'Those who enrol and wash their hands of': Problems related to parental involvement

In section 4.2.1.2 we saw examples of parents' negative evaluation of teacher-parent contacts. During the interviews with the teachers I tried to elicit their opinion on the importance of close teacher-parent cooperation and investigate if these opinions have any relation with the teachers' education. Questions about the role of parents in FL learning elicited responses such as, '*Contacts with parents are very important*', '*Oh, yes. Parents' help is very important*', or '*You can actually see which child gets support from home and which does not*'.

To elicit more substantive and personal opinions I decided to share some of my own experiences when I myself as a young teacher struggled to make my relations with the parents work. The story that I presented more or less verbatim was as follows:

⁸⁷ In Polish the expression *nie z tej ziemi* has both a positive and negative meaning; used here denotes advice that is not relevant to your situation.

When I was a completely inexperienced teacher I really had a lot of problems with establishing what I would call 'the right' relationships with my pupils' parents. The fact was that nobody during my training ever tackled the problem how to interact with parents. Lack of experience and lack of expertise was particularly visible when I was given the position of class tutor and my role was no longer confined to talking about 'English matters'. (...) The younger my pupils were, the more difficult my contacts with the parents seemed to be. Because when they are six or seven the emotional bond with you and with the parents is very strong. So I was constantly feeling that I was not getting the most out of contact with the parents; that we together could do something more. And those contacts were so stiff, restricted only to formal teacher/parents conferences, which inevitably ended up talking only about child's grades. And one day I experienced 'Eureka!' One day my sister, who is an EY teacher, asked me to take some photographs when her class was staging a fairy tale. What I saw was not only the parents enjoying the play. And later, it seemed so natural when, over a cup of tea or coffee, they discussed with the teacher the child's progress. What was absent was this usual 'what else has he done wrong' pattern so characteristic of teacher-parents' nights. So I decided to apply the same approach. Every six months, at Christmas and at the end of school year we had an 'English show'. It involved doing a whole project: invitations, rehearsing a play, preparing decorations, costumes, puppets, inventing family contests based on the material that we covered, etc. and all of it in English! And the same miracle happened to me. For the first time in my life I didn't have problems with establishing my professional status since the parents stopped judging my professional skills on the basis of my age and look but on the progress their child had made during those six months. I think that those children were learning much more because the parents were interested, they inquired what the new show would be about, they often coached them before, and so on. Their involvement was enormous and completely independent from whether the parent could speak English or not. As one of them said, 'I don't know English but if my eight-year-old daughter wants to learn this rhyme and wants me to sit prompt her whenever she forgets her lines. I will do it.' And you know, much as I was happy to see it work, I was also disappointed that nobody told me that before, what options I had and how I could make my contact with the parents work better to the advantage of the child (SW).

The discussions that followed yielded quite interesting results. First, all of my interviewees of EY teacher training had similar experiences of how they normally established contacts with parents. They confirmed that when they worked as regular class teachers they did organise trips, shows and many other informal meetings with the parents. Unfortunately, at the moment none of them taught a FL alongside other mainstream subjects. Due to the acute shortage of FL teachers for classes 1-3, despite being certified for EY education teaching (classes 1-3) but not specifically trained for FL teaching, all of them became specialist peripatetic teachers teaching an FL within a timetable slot. Bearing in mind that the teaching load in Poland of 18-20 hours, this resulted in having to deal with twenty or even more different 'sets' of parents. Consequently, the expertise of generalist EY teachers proved worthless in such circumstances since most of the techniques they would use in their classes were not possible to use. Also the quality of their interactions with the parents depended heavily on the attitude of class teachers, who if positive about an early start to FL learning, would provide a lot of support also as far as parental involvement is concerned.

Secondly, all teachers agreed that the training they receive does not prepare them to exploit the potential of good teacher-parent contact.

No, we didn't talk about it. I think that our [teaching] methodology teachers either do not have time for issues like that since this course is so short and limited. Or they don't know themselves how to deal with it and they possibly think that there are no rules about teacher-parent relations; that you have to find out the best way yourself. (FL teacher)

Guided by their intuition and everyday observation they end up restricting the role of the parents to monitoring the child's progress or the usual help with his/her homework. Yet, it is interesting that only EY teachers relied on the parents' help in lesson preparation, for example the provision of photocopying, purchase of materials and stationary needed for lessons, etc. FL teachers, on the other hand, when in need of such help would turn to the school principal for such supply. Moreover, the teacher with double certification and one EY teacher, being requested by the parents, have been preparing special handouts to enabling them assist their child learning.

I am giving the parents the handouts with a list of structures and vocabulary in a given unit with a Polish-type pronunciation given in brackets since they are not familiar with phonetic symbols. And I have observed that almost all of them are well-versed in what we are doing in the class and help in revision. Besides, as parents pointed out some children are so absent minded, you tell them to bring some cards, scissors and crayons for the next lesson and they forget so I list those things on the handouts as well, week by week. It's different when you have lessons on an everyday basis, but when you have only one lesson per week this contact with parents and their help is vital because I cannot expect a child in the first grade to manage his self-learning. (...) You maybe right that I have developed this habit in Early Years. There the parents' involvement in their children learning is most strong. Now we have teacher/parent meetings, in grades 1-3 you have a set of parents, sometimes both of them come, sometimes even take a grandmother with them, when I have it for grades 6-8 the turnover is low. So you can actually tell that at least at the beginning, in the 1st grade, almost everybody is willing and they somehow loose interest in higher grades. (FL/EY teacher)

And since the majority of the teachers have not had this 'habit' of making the contacts with parents work, most of them have experienced problems with the 'emotional geographies of teacher-parent relations' (Hargreaves, 2000), i.e.

- **Physical distance**—since contacts with parents are sporadic, episodic and usually restricted to formal occasions such as teacher/parent meetings (parents' nights and 'open doors'), the teachers often report the feelings of parents' disinterest in the child progress and lack of partnership. These emotions can be reduced to a crude statement that in literal translation from Polish reads: '*They enrol them on the course* (alias send to the school) *and ... wash their hands of*' (i.e. refuse to be involved or responsible for their child's progress; they get all the problems with FL study 'off their backs').
- **Professional distance**—since many FLTYL are young females with little teaching experience or older teachers but with few qualifications and little experience in teaching an FL, several experienced negative emotions in their interactions with the

parents related to questioning their professional expertise, competence, program decisions and assessment practices:

I would like to have a reciprocal contact with parents: if you have enrolled your child, please ask him what he's learnt, ask about the homework, listen to this song or poem he's learnt. And what did I get instead? A constant disapproval and critique. Why do you want to have a textbook? Why don't they have grades? (...) What I wanted during those classes was to have as much speaking and listening as possible. And they reproached me all the time, not directly, of course, since most of them didn't dare, but through their children that I for example did not teach them the alphabet because **they** had learnt it. So when I had an opportunity I invited them to sit in the classroom and see with their own eyes what I was doing and not quiz their children all the time. Some did come, most of them didn't and kept criticising me. (FL teacher)

- **Moral distance**—lack of positive emotional contacts with the parents result in low morale among many FLTYL. A lot of them have reported experiencing numerous negative emotions, such as criticism or undermining their professionalism and a lack of expressions of gratitude, appreciation and support from the parents.

Therefore, it can be argued that teachers' lack of familiarity with how to establish successful relations with parents gives rise to frustration and conflict. As identified by the North Carolina Teacher Elementary School Foreign Language Teacher Education Project (Rhodes, 1992) the ability 'to communicate and promote program goals to parents' (p.7) is a vital component of FLTYL teacher preparation. The study results also suggest that:

The teachers redefine the emotional geographies of teacher-parent relationships and to make these relationship a core rather than peripheral part of their work.

Hargreaves, 2000:30

Similarly, the FLTYL training provision, alongside educational policies and policy processes:

Must provide a framework that gives teachers the discretion, the conditions, the expectations and the opportunities to develop and exercise their emotional competence of caring for, learning from and developing emotional understanding among all those whose lives and actions affect the children they teach.

Ibid.

4.2.3. Where do we go from here?

The study results presented in this section⁸⁸ highlight the following problems related to the FL teacher of young learners:

⁸⁸ See also section 4.4 for the summary of the major themes discussed this part.

- ‘By chance’ recruitment of professionals involved in FL teaching to children which results in diverse experiences, qualifications and skills possessed.
- Low prestige of teaching to children and lack of recognition felt by the teachers involved. The problem worsened by lack of a conscious policy on the side of educational authorities and HEIs in relation to providing training for FLTYLs indirectly implying insignificance of this group of teachers.
- Early FL teaching to children requiring a set of unique teacher’s competencies and skills, which are not sufficiently developed by either current EY and FL teacher preparation courses.

It is interesting that this section has not provided evidence that EY teachers make superior FLTYLs to FL specialists or vice versa. Like Driscoll (1999b), my observation is that the diverse educational background and training received makes these two groups of teachers difficult to compare. What is strength of one group, is usually the weakness of the other. That is possibly the strongest argument that an ideal FLTYL is the one who has received training in two areas. Yet, the section gives numerous examples of certain skills and competencies that are specific to early FL teaching and are not covered by EY or FL teacher training alone. Thus there should be some form of a specialist training organised for FLTYLs, designed in such a way as to cater for their unique educational needs described in this section.

I would also like to add one more personal reflection on the teachers’ interviews, on which this section has been largely based. Even though this chapter discussed primarily a range of teachers’ limited competencies in specific areas, I have to emphasise strongly that I admire these teachers, who, against all odds, have managed to preserve their enthusiasm and love for teaching children. It was fascinating to see how the interviewer-interviewee roles changed while the conversation was progressing. While at the beginning teachers were insecure and overly critical about themselves, with time their attitude altered and confidence boosted. Most of them noticed how unique their job is and that the authorities should by all means recognise their efforts and as one EY teacher rightly noted:

Such teachers as ourselves are a treasure. We have qualifications to teach in Early Years and we know the language. So why shouldn’t I say that we are a *real* treasure? I don’t think that any foreign language specialist has either our experience in teaching children or our specialist training to work in Early Years. Besides we really want to work with children. For us, it [teaching YLs] is not some ‘bonus’ work after ‘normal’ hours. For us, it is our passion. But somehow people don’t see it.

Unfortunately. But if you are saying there are more of us and we'll somehow manage to get together, we may be able to fight. (EY teacher)

I should only add to the statement of the EY teacher cited above that quite a few FL specialists are devoted to teaching children, too, and being given some assistance and recognition for their work, they two could constitute a part of a FLTYL 'fighting' body.

What makes these teachers a 'real treasure' is that the majority of these teachers seem to possess what Lo (1999) calls a 'teacher persona for young learners', Eken (2000) calls 'jizz' and headteachers and parents often referred to as '*special personality*'. These are this special mixture of personal features, intuition and skills how to establish rapport with young children. Many teachers do not know or are unable to find this identity as teachers of young learners; most of my informants seem to possess this secret what makes a FLTYL good. It seems vital therefore that this special competence does not go unnoticed and is used for example to educate a new generation of FLTYLs. Fullan and Hargreaves (1992:17-18) observe:

Isolation means two things. Whatever great things individual teachers do or could do go unnoticed, and whatever bad things they do go unnoticed. Many of the solutions to teaching problems are 'out there' somewhere, but they are inaccessible. (...) It is important to utilize our existing expertise and learn for each other more effectively. The message is to fight for access to each other's ideas (...).

4.3. FLTYL training – current, optimal and viable

Having established the need for FLTYL training and exposing which of the FLTYL competencies are probably the most difficult to develop under the current, separate FL/EY teacher training, let's now focus on how to cater for these needs in a better way. The section that follows presents the conflicting views of how FLTYL training should be organised, especially in relation to its place within the current FL and EY teacher training structure. As we will see the contradictory opinions of the teacher trainers are also in conflict with what their prospective clients want. The clients, i.e. current teachers and student-teachers, are far from being unanimous, too. Thus, while presenting this tangle of intertwined interests and interdependencies I have been looking for both congruence and potential consequences of choosing certain options.

4.3.1. FLTYL training as seen by potential clients

This section summarises the opinions of prospective clients on what sort of FLTYL training courses are needed, how they should be organised and what classes should primarily be offered. I also discuss the client perspective on how training processes should be altered in order for them to benefit most from FLTYL training.

Offering

As we have seen in section 4.2.2.2, headteachers, parents, teachers and student-teachers have voted almost unanimously that the most desired FLTYL is a specialist with the double qualifications FL and EY education. During the interviews I asked the teachers also about the most optimal way of training, and they suggested the following routes:

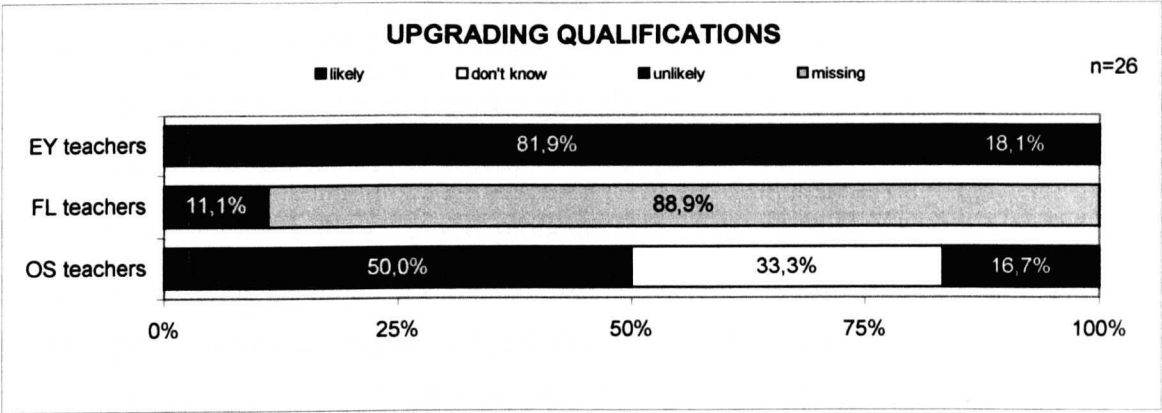
- **Inservice (for current teachers and student-teachers after graduation):**
 1. Short and intensive inservice courses in teaching FL to young learners.
 2. A certified post-graduate 2-3 semester-long course in early FL teaching
 3. A supplementary, 2-year MA course (for FL teachers holding a BA degree), with a specialisation in teaching FL to young learners.
- **Preservice (for prospective students):**
 4. A 5-year, double specialisation MA course in Integrated EY Education with FL
 5. A supplementary, 2-year MA course (for FL teachers holding a BA degree), with a specialisation in teaching FL to young learners.
 6. A supplementary MA course or postgraduate course (for EY teachers holding a BA/MA degree) to specialise in integrating FL into EY education.

Since these options are not available yet, for the time being the majority of the EY and OS teachers are planning at least to improve their FL skills (Figure 4-33) via different FL courses aimed at preparation for language examinations.

In relation to the common suggestion about undertaking FL extramural studies, most of the teachers have indicated that studying an FL on a twice-monthly basis requires an enormous amount of individual study. This is hardly an option for the majority of current FLTYL, taking into consideration that all of them are women with family and job commitments. Besides, quite a few of them are of the opinion that current FL studies, mostly oriented at teaching older learners, would definitely give them a 'paper qualification' but would not prepare them for the job of FLTYL well. However, while it is at least possible for English

and German teachers to undertake extramural courses, French teachers have this option offered by one university only on a very small scale.

Figure 4-33 Teachers’ plans to upgrade/supplement qualifications to teach FL



It seems that most of the teachers would welcome any tailor-made course with a focus on FL skills improvement and FL teaching methods and techniques at the primary level. FL teachers would possibly not need an intensive course in an FL but instead would require a closer focus on early years pedagogy. Hence, many teachers have suggested the courses should be offered separately for FL and non-FL specialists. However, as indicated by one teacher, if the idea of uniting all teachers currently engaged in early FL teaching is to be put into practice, the effort should be not to divide these teachers into separate sub-groups. Instead we should design the course in such a way as to take advantage of their diverse expertise and experiences, as in this statement:

What I feel would work is a set of courses, a set that is unique for us, FL teachers of children. One compulsory for all, and another set improving other skills, including FL and familiarity of teaching in grades 1-3. OK. I feel quite knowledgeable in early childhood pedagogy. I know the curriculum by heart but it does not necessarily mean that I do not want to take courses that deal with these problems. I really feel that I can give something precious to a teacher that has never taught in Early Years [as a classteacher]. I have some brilliant ideas from my practice and also from my university courses. They know the tricks they have learnt from FL pedagogy. Similarly, I want to be able to have a decent conversation with a FL teacher whose expertise is probably far superior to mine. You know, during courses I have attended at various language schools, what I was really fed up with is that we are all at the same level, we are all learning. So having a decent conversation is rarely possible with anybody except the teacher. I feel that we may help each other a lot, we may share. (EY teacher)

I feel there is a lot of sense in this opinion. As I have already pointed out, if we want to see FL and EY teachers cooperating with each other, and most importantly, diminish their feelings of isolation, we have to encourage them to start building a professional community of FLTYLs and to build on each other’s relative strengths and weaknesses. Yet, as indicated by one of the teachers what usually happens on present FL Philology courses is,

if a teacher is already a graduate of any teacher training course, s/he is often exempted from many classes:

At that time I was happy that I didn't have to take pedagogy or psychology again. You know the students always follow the policy of the least resistance. But now I think that it shouldn't have been like that. They should make the course 'all sweat and tears'. No exempting! All those general pedagogical courses should be in English, we should read a lot to give us further opportunity to practice the language. Besides, talking about knowledge, I did have a lot of psychology during my course but I know so little about psychological principles of learning a language or other things. But they don't do it like that, they teach the same no matter if you take psychology, pedagogy or philosophy to become a foreign language or PE teacher. (EY teacher)

This opinion illustrates the common problem that many courses are rarely tailor-made. Psycho-pedagogical training, apart from subject-specific didactics, is to a large extent general and therefore the content of the courses is common regardless of whether the students are going to teach maths, science or foreign languages. I will come back to the issue of the course content and the mode of delivery in the next section (4.4.1.3).

Another common request as far as optimal training is concerned is for FL Philology courses to be organised as two-phase programmes. As frequently suggested, especially by FL Philology graduates, the first degree (BA) should have a broad philological profile, while the second degree (MA) should equip the students with professional skills, such as FL teaching, translating, or preparing them for other jobs in which FL skills are needed. The teachers also opted very strongly in favour of a more modular structure of studies with numerous possibilities to supplement their major course with some additional courses from other course options. They suggested, for example, that depending on students' interest and future professional needs, the course might incorporate courses from other disciplines, such as the introduction to law or economics for future translators, and child psychology with FL teachers in mind.

The need for greater student autonomy is emphasised by all interviewees. As I have already highlighted, FLTYLs come from miscellaneous backgrounds and have diverse educational priorities. They need further work in different areas and thus differentiation of modules offered in any further FLTYL training is a must. On the whole, the teachers requested more freedom for prospective students to design their university courses. They claim that *'only I know what I want to do in the future and what I need'* and they particularly despise the opinion that 'academics know best'. The teachers often repeated that academic teachers live in their own world and often have no ideas of what the needs of the 'real workplace' are. Quite a few of the interviewees said something along these lines:

I know best what I need for the future. Only I know this and I should be able to decide myself what I want to study. If I am interested in literature but I also want to be a teacher, I should be able to design my courses in such a way that I will get idea about both. And not that they will decide *a priori* that teachers do not need something: let it be an in-depth study of literature or history, or that translators do not need psychology. On one side there should be all these courses that prepare you for the job. Another thing should be courses, which you should be able to take for the sake of your interest, and nobody should be asking you, 'Why have you taken this course? I think you don't need it.' It's my life and my own business. What I hate about our system is that professors treat us like children and I don't know how on earth they believe that this piece of paper they equip us with will open all doors for us? A paper is a paper, and what matters is your brain, your enthusiasm towards work, and so on. At the end of the day I will take my diploma with me and convince my employer that I am an excellent teacher and what I want to do is to teach through literature and even though I haven't taken any single course in linguistics I am an excellent teacher. But as it is now I am only able to say, 'You know I **would like** to be able to do some translation of computer programming in English, but you know professor X and professor Y did not believe in modern technology and made us learn about the transformational grammar instead. Sorry.' (FL teacher)

In fact it seems to be a common belief among many educators in Poland (though not expressed explicitly), that students do not know what education is best for them, and once given an opportunity to choose they will not know what to do. In a recent article Majcherek (2000: 4*) bitterly observes:

When we [course designers, HEI authorities] launch offerings which give students more autonomy in designing their higher education courses, some critics immediately disparage the idea and anticipate our next step will be to award degrees in Exotic Cuisine, a course which is evidently quite popular at some American universities. Nevertheless their graduates are better prepared for life in a modern society and state, competitive market, culturally diverse surrounding than alumni of 'solid' Polish schools. It is us who import technologies from them, as well as socio-cultural standards, and not vice versa.

The trainers that I have interviewed have often said that they cannot imagine an FL teacher not knowing this or that (see 4.4.2.5). It is interesting that teachers often do not see these 'necessities' in the same light. As I have argued in section 2.4.3, in many European countries a credit-based modular system has been launched precisely to meet diverse student needs. The Dearing Report on higher education in Britain (Dearing, 1997:130) states:

We address the principle in our terms of reference: that '*Learning should be increasingly responsive to employment need and include the development of general skills, widely valued in employment*'. In doing so, we have had in mind to build the established strengths of higher education.

Of course, not all courses have to have a direct practical application, some of them could be more of a 'widening the horizons' type. It seems that the teachers do not contradict this, yet what they want is to be given a freedom to choose which of their 'horizons' is to be widened.

In the same vein, teachers strongly object to one prescribed training that, as one of them claims, attempts to '*prepare everybody for everything*'. Since one common course, for example FL Philology, has to cater for many diverse needs, the course becomes a

conglomerate of lectures and seminars of all possible kinds that seem to have an underlining philosophy of 'just in case you need it':

The studies assume that we should be educated very broadly and that we should be versatile. But this is **impossible**. It is really impossible that we are 'omnicompetent'. No matter how much time I spent doing arts workshops I will never run my arts classes very well. The same goes for music for some of my colleagues; the same goes for the language I suppose. Give us the freedom to decide. The time wasted on my arts education might have been more productive for me to give me some other skills. And make it bluntly clear on my diploma, 'This teacher is not prepared to teach arts but she exceptional in music and English and may take these classes from another EY teacher, 'handicapped' in this areas. Excellent. We should finish with this fiction that all teachers are capable of doing everything once and for all. (EY teacher)

'Ending the fiction' and setting realistic goals for what every EY, FL or FLTYL teacher **must** be able to do and what some of them **may** be able to do (i.e. additional skills, specialisation, etc.) are obviously at odds with the reformers' ideas of an integrated EY curriculum and one-class-one-teacher' principle. Yet, in my opinion, the honest voice of practitioners in this matter is crucial and in fact their views are shared by some trainers (see 4.4.2.5). Whilst the principle of integration of different areas of education in EY is a sound one, this is not to assume that every single EY teacher in Poland is capable of running equally well all mainstream subjects and music, arts, physical education, an FL, and so on. Rather, diverse possibilities and options would appear to offer a solution. For example, if two teachers want to introduce cooperative teaching and divide their teaching loads according to their preferences, specialisations, etc., let them do it. If another teacher is capable of teaching all EY subjects including an FL, let her proceed. In both cases the idea of an integrated EY curriculum will not be lost and we may also be reassured that the children will get quality education, and not, as it sometimes happens, an unenthusiastic teacher, 'handicapped' in arts, music or an FL, imposing her/his dislikes and lack of talent onto the pupils.

However, as was pointed out by some teachers, as far as FL teacher training is concerned, ending the fiction and setting separate courses for *'primary and secondary school teachers, translators and the rest of the world'* may be quite problematic. First, as long as all FL students are grouped together, we may still hope that the problem of the lack of FL teachers will be solved, since we have so many thousands of FL Philology students who will graduate and go into schools. If we start to introduce various FL specialisation programmes, however, we may quickly discover that we have no candidates for a teaching specialisation and that our optimistic picture is a fake one. Since:

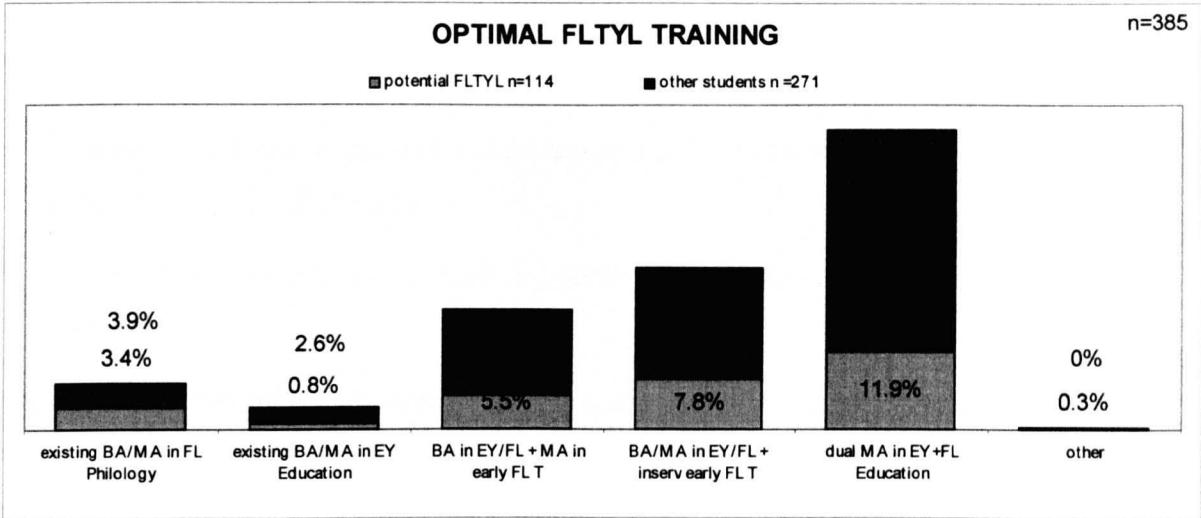
...as long as the ministerial but also university officials do not have it in black and white they may dream that dream of theirs about thousands of FL Philology graduates rushing into schools to fulfil their 'urging' call for teaching (*laugh*) (FL teacher)

In fact, this opinion is also shared by some teacher trainers (see 4.4.2.2) who often know that their students do not wish to become teachers, and yet they have no other option but to provide 'default' teacher training for all their students.

Furthermore, many teachers currently involved in teaching FL to children have stressed a real need for revising the regulations of the Teacher's Professional Specialisation Degrees (TPSD) (see section 1.1.4). The *sine qua non* condition to be eligible for any upper degree is to hold 'full teaching qualifications' in a subject taught. This condition is quite problematic as far as teaching FL to children is concerned because there are no guidelines about what is to be regarded as full qualifications at this level. So far, the degrees have been awarded by a subject-specific examination board in a Provincial In-service Teacher Training Centre. For example for English language teaching it would be an FL Teacher Advisor who would observe and evaluate teachers' lessons and examine a written assignment. But in the case of FLTYLs, neither EY or FL advisors feel eligible to assess teachers' qualifications in FL teaching to grades 1-3. Besides they have problems with defining 'full teaching qualifications', and EY teachers are frequently rejected for TPSD since they no longer have EY classes nor are graduates of FL Philology, so they cannot be examined by an FL board. This lack of clarity is especially frustrating for EY teachers for whom upgrading their professional status is a protection from being made redundant. Since the teacher's promotion route has recently been totally revised (see Figure 1-3 in chapter one), it seems that the problem of defining the qualifications' upgrading path for teachers involved in teaching FL to children in kindergartens and grades 1-3 has been overlooked again.

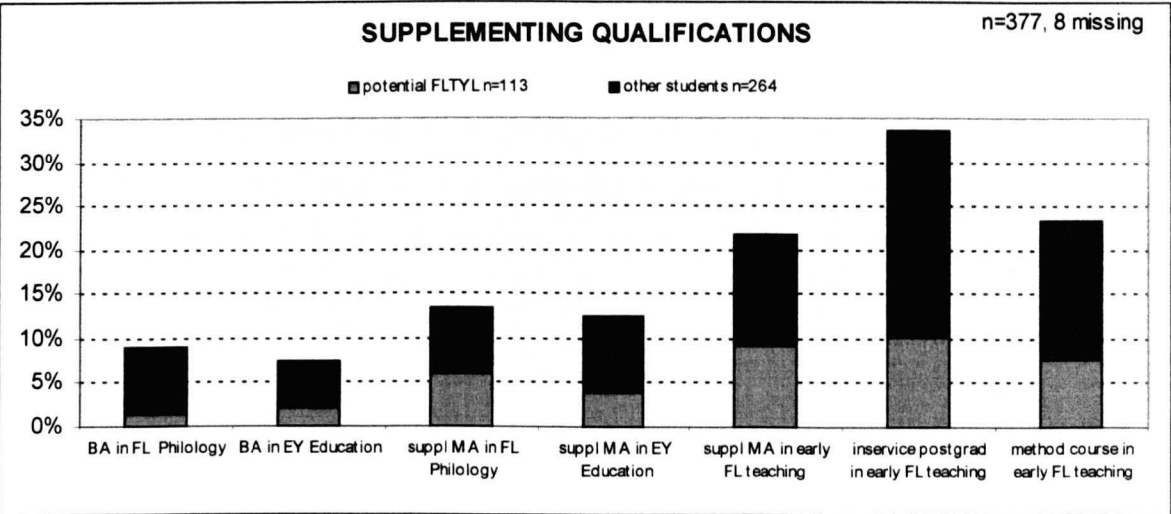
The teachers' opinions on the optimal way of training prospective FLTYLs are to a large extent convergent with the student-teachers'. Students have also indicated that a dual subject MA in EY and FL would be best (Figure 4-34). This opinion is shared regardless of whether the students wish to become a FLTYL in the future. Yet, as Table D-46 and D-47 in Appendix D demonstrates the degree students read for, and former or current involvement, has an impact on students' opinions, though still a double-specialisation course is the most popular option.

Figure 4-34 Student-teachers' opinions on optimal FLTYL training



Quite surprisingly, a high number of the student-teachers who have declared that they do not wish to become FLTYLs in the future, would wish to supplement their qualifications via a course in early FL teaching. As illustrated in Figure 4-35), a postgraduate course (33.7%) and a short, inservice methodology course (23.3%) are the most popular options. This seems to be in agreement with the opinions quoted in section 4.3.1.1 that insufficient FL proficiency and lack of pedagogical training prevents many student-teachers from becoming future FLTYLs. Yet, possibly they might change their mind if given an opportunity to make up for these deficiencies.

Figure 4-35 Student-teachers' opinions on the most likely course that they may undertake in order to upgrade their qualifications to teach FL to children



Note: Percentages do not total 100, multiple responses possible.

So how extensive are the needs for FLTYL training? Taking the raw numbers of the student-teachers surveyed, bearing in mind that only 52% of the final year BA and MA student population were approached, we can see that:

- 51 student-teachers would undertake a supplementary MA in FL or in EY (47) or even better in early FL teaching (61);
- 127 student-teachers would wish to enrol on a postgraduate course in early FL teaching.

Adding to these numbers all current teachers, the rest of EY and FL student-teachers in years 1, 2, and 4, not to mention the students and graduates of other courses or even in other HEIs in the region, who may also as the teacher survey has shown, become FLTYL, it may be argued that the need for FLTYL training is substantive. As one of the teachers pointed out:

The current offering is so meagre that if a Foreign Language Teacher Training College organises **anything**, any short course in teaching English, I am not talking about courses in teaching children here, there are always crowds of people. Last time I had no place to sit on and I couldn't hear the speaker either. So if you [HPS] or they [FLTTC] organise anything I am sure there are going to be hundreds of applications. (EY teacher)

As a researcher, there is a mismatch when comparing teachers' statements, as the one just quoted above, and those of the headteachers' indicating very clearly how great the needs for FLTYL training are, with the opinions of some teacher trainers, who maintained firmly that there is no compulsory FL teaching to children, and thus FLTYL training is not needed as well. I shall explain this mismatch in section 4.4.2.

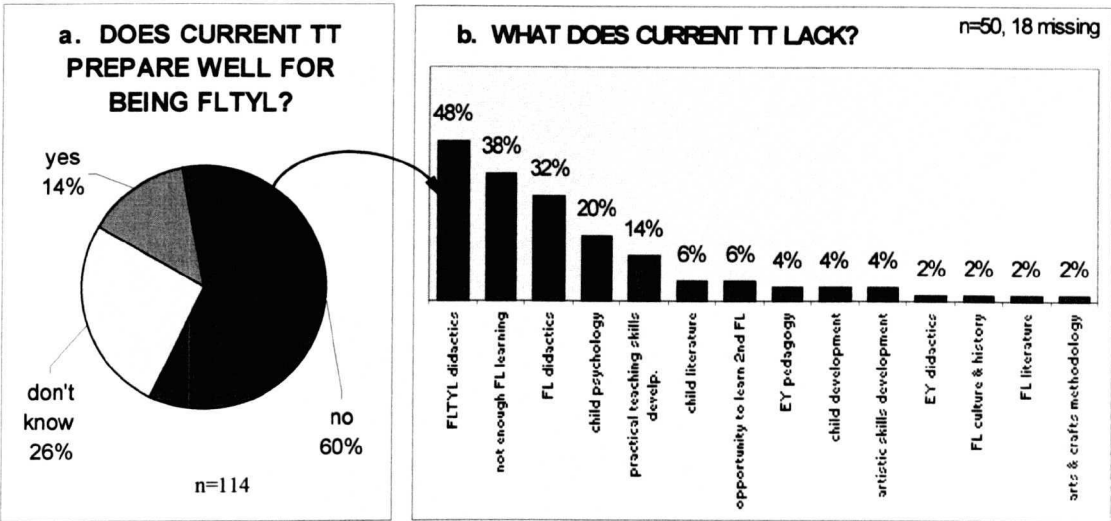
Altogether, the information provided by teachers and student-teachers gives the impression of great interest in any form of FLTYL training. Moreover, the candidates would also welcome much more autonomy in designing courses in such a way as to cater for their needs in the best way. And finally, apart from pre- and in-service FLTYL training provision, the teachers have put forward a request for the recognition of an FLTYL specialisation within the teacher's professional status upgrading scheme.

Content

In addition to the availability of the FLTYL training programmes, there is also the issue of course content. The first message about the course content comes from the students who do not wish to become FLTYLs in the future. As already illustrated in Figure 4-25 (page 316), for a large number (90.1%) of EY student-teachers the main obstacle to becoming an

FLTYL is insufficient FL proficiency, while the FL student-teachers, apart from a negative attitude towards teaching in general, seem to be hindered by inadequate pedagogical preparation (34%).

Figure 4-36 Student-teachers' evaluation of current teacher training as a means of preparing them for early FL teaching



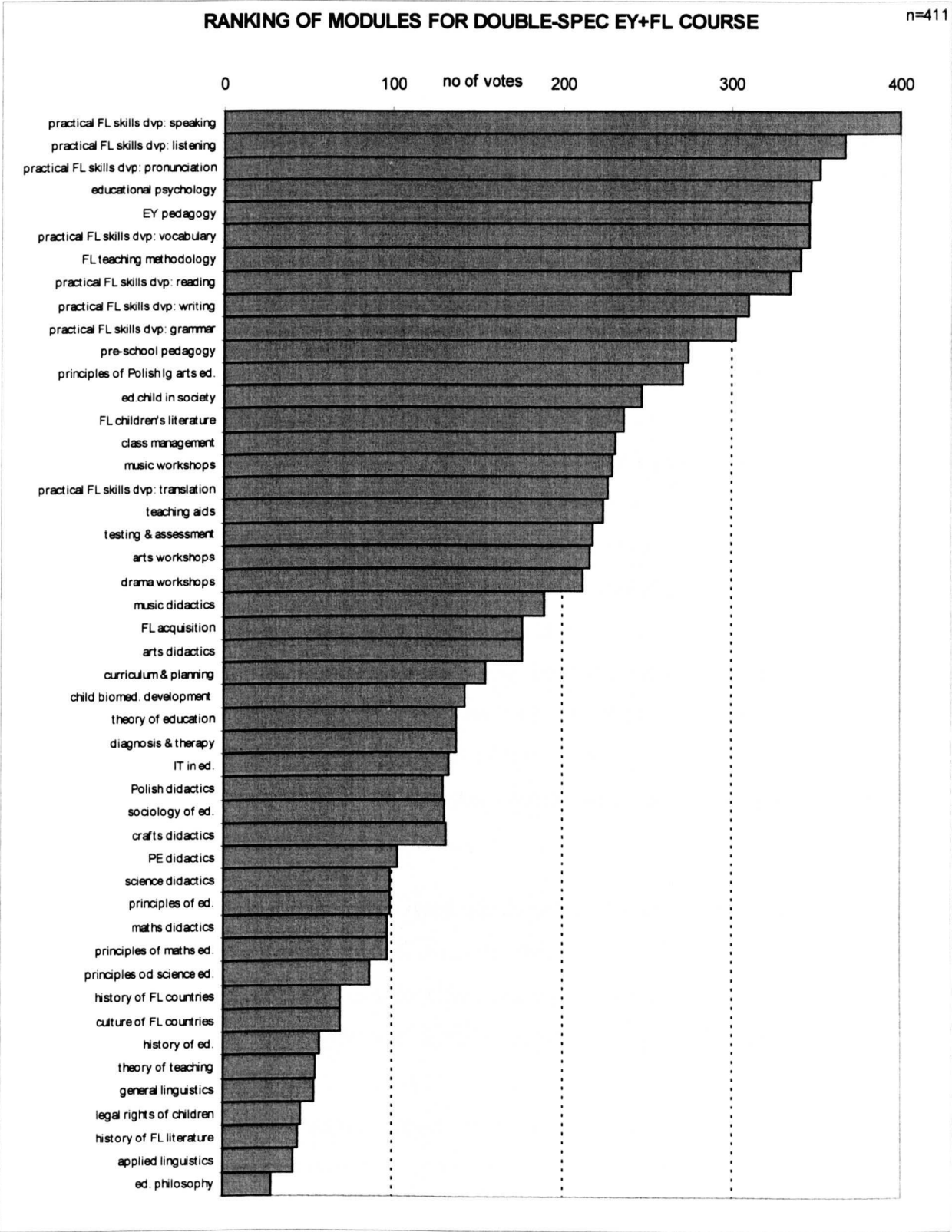
Note: Calculated only for student-teachers wishing to become FLTYLs. In Figure b percentages do not total 100, multiple responses possible.

Similarly, when I asked the student-teachers who do want to teach FL to children if they think the course they are attending (EY or FL) prepares them well to become a FLTYL, as many as 60% answered negatively (Figure 4-36). The main reason indicated is lack of early FL didactics within their current course programme. In addition, EY students pointed there was insufficient time devoted to the development of their FL skills or being forced to continue a FL that they did not like (Russian or French) instead of starting another FL and qualifying to teach it at the primary level. FL students, on the other hand, complained about lack of provision in early childhood psychology and in FL didactics.

Therefore it is hardly surprising that when asked what should constitute future double specialisation EY+FL courses, the majority of students and teachers alike have pointed to courses developing practical skills in an FL, in addition to classes in didactics (Figure 4-37 overleaf). All courses associated with theories and principles, on the other hand, were ranked very low.

It interesting, though, that applied linguistics and culture courses both scored poorly even though they are may be regarded as 'practical' courses. One possible explanation here could be the unclear questionnaire phrasing that was not detected during the pilot stage.

Figure 4-37 Teacher and student-teachers' ranking of classes that should constitute double specialisation EY+FL course



The Polish term *realioznawstwo*, meaning the knowledge of ‘reality’ (culture, lifestyle, etc. of the target language community), understandable for people with an FL background, but might have not been comprehensible for EY teachers and student-teachers.

The same goes for applied linguistics which might have been interpreted by both groups as another type of pure linguistics, instead as what it usually implies: ‘the study of language and linguistics in relation to practical problems’ (Richards, Platt and Platt, 1992:19). On the other hand, the terms might have been correctly interpreted, and the participants have nevertheless decided to evaluate them low because of their experience of how these classes are taught at the university, i.e. they are very theoretical and lecture-based, and thus perceived as irrelevant to FL teaching practice.

Another problem with the interpretation of this question is lack of any reasonable patterns within the answers provided. For example, why has the principles of Polish language arts (i.e. a theoretical module on the principles of literacy development in L1) received double the attention than the one given to a practical module on the actual techniques used while teaching Polish language arts? Or why was Information Technology in Education, in my view essential for any teacher, selected by little more than a quarter of participants? Since such examples are numerous, a possible reason may be that some of respondents did not answer this question according to relevance of the module to professional skills development of future FLTYL but on the basis of their own experience, i.e. whether they themselves liked the course or not, whether the content was interesting and accessible, whether it was easy or difficult to pass the exam, etc.

The teacher interview data, on the other hand, sheds new light on this particular research question. For example it seems to contradict my everyday observation that novice teachers are interested in and need very practical information on how to teach, while more experienced teachers are more interested in theories and principles that underline those practical strategies. It seems that the teachers regardless of their teaching experience share a strong belief that teacher training should be ‘*practice, practice and nothing but the practice*’. The training should basically equip them with the language skills and a ‘tool box’ of FL teaching methods, techniques and, as already mentioned, a wallet bulging with lessons plans, teaching aids, etc. The training model referred to by Wallace (1991:6) as ‘sitting with Nellie’, that is watching experienced colleagues and acquiring the craft from them also seems to be very highly valued by the teachers and, from my analysis of some of the comments, by the student-teachers alike.

And yet, I have reservations about interpreting these results in this straightforward way. In my opinion the crying need for more practical training is a result of dissatisfaction with the current 'theoretical', or as it is better known, 'applied science' model. In this approach the academics, removed from day-by-day teaching at schools, inform the trainees what to do in their classrooms on the basis of the findings of scientific knowledge and experimentation. It is up to the trainees to apply this knowledge in practice since the school experience period is more or less detached from higher education training. I believe, therefore, that what the teachers and student-teachers actually want is an approach in which theory and practice go hand in hand throughout the training, i.e. the reflective model of teacher development (Wallace, 1991, 1999), as indicated by one interviewee:

I think that, naturally, we had been prepared to teach during these 5 years, we had a lot of practical classes, we also had the school experience, but for me it should be practice and one more time, practice. This is a base: to observe good and bad lessons in classes 1-3 and higher, also other than FL lessons; compare the methods used by different teachers, teach ourselves, discuss the problems and so on. This is the foundation. Because now you spend three years listening to lectures and then you are let loose, that is you go to school to practice and you have to cope totally on your own. And then when you come back and there is the dissertation to write and so little time to actually go back and discuss what happened to us during this period, what went wrong. I think that this practice is crucial. (EY teacher)

As we can see, this teacher is not in favour of 'practical' training involving going to schools or having more hands-on activities in their universities. She is clearly in favour of some sort of a reflection stage in which she could simultaneously be learning and trying out and putting what they have learnt into practice and then, reporting back to their training groups if 'the theories match reality'. Since the trainees have to first learn the theory of reflection themselves in order to be able to understand what they are doing and why they need to do it, the whole process seems very problematic.

Although the reflective model of teacher education is gradually gathering momentum in Poland (see Mizerek, 1999), organisational constraints usually prevail. For one thing teacher training is to a large extent constrained by ministerial guidelines (so called minimum programme, see section 4.4.2). Students undergoing pre-service teacher training have no or very little experience of teaching to draw on. School experience is organised when it is convenient for the schools and the HEIs rather than it is the most appropriate time. As a consequence practical classes, seminars, workshops, which by name should be the source of practical ideas for the prospective students, turn out to be a 'practical theory' again.

I think that practical things were a bit neglected. The teaching methodology class was rather oriented towards theory. All those differences between different things, techniques, methods,

approaches and other peculiarities. And I think that to a large extent it was only theorising. We were for example asked to write a lesson plan, set the aims, techniques to be used, materials, timing, etc., without experience in teaching whatsoever. It's easy to say, 'You know what school is like because you've been a student yourself'. But these are two different things. You need this **experience** to go and try out this 'fabulous' exercise with a group of kindergarten children, otherwise it is only theorising, nothing more. And because we have so little real teaching experience at the end what mattered during these classes was the form: fabulous charts, pictures, texts, etc. and no idea if this chart will work in a real lesson. And I suspect that our teachers didn't know either. (FL teacher)

I would only add to the example above, that it mirrors my perspective, i.e. the teacher trainer's, I know how frustrating and 'theoretical', for example lesson planning can be (for me and my trainees) if based only on 'invented' groups of children. How difficult it is to explain to students who have never experienced how relatively long or short a 45-minute-lesson can be depending on whether your pupils are 6 or 16 year old. However, whenever I revise my students', supposedly authentic, lesson plans (from the school experience period), I have an impression that they are even more 'unreal' than the ones they have been doing as part of their coursework practice. And yet, these plans and the lesson conducted accordingly are invariably evaluated by my students' mentors as very good. What works for me as a more experienced teacher, does not necessarily work for trainees. Yet due to course organisation constraints we rarely have an opportunity to compare our experiences and explain the cause of these differences. At this point my thoughts resonate with Ur (1996:3), who states that

Experiencing or hearing about practice is of limited use to the teacher if it is not made more widely applicable by being incorporated into some sort of theoretical framework constructed and 'owned' by the individual.

The data clearly shows that since there is no pre-service training that aims at teaching FL to children, when an individual becomes a FLTYL his/her beliefs and practices are to a large extent already shaped by the training and assumptions individuals have. Thus, in my opinion the plea for more reflective procedures in training has a crucial role to play in inservice FLTYL training since it may not only be a chance to produce reflective practitioners but also to facilitate attitude change (Britten, 1997).

The final problem related to the FLTYL training content, is how to set the students' course attainment targets. The main difference between various teachers and also the teacher trainers interviewed (see 4.4.2) is how to define what is required from an FL teacher of young children and what is not. For example, the teachers have considerably differed in their perception on the level of FL proficiency as required from a FLTYL. Though it is very difficult to generalise in this place, some EY teachers claimed that 'we need good FL proficiency, but certainly not at the philology level', while some, especially FL, teachers

advocate a superior FL proficiency, ‘at least at, if not above, the [FL Philology] university course’. The lack of agreement on the level of expertise required is also common for other areas of FLTYL knowledge base, such as expertise in EY curriculum, EY pedagogy, child psychology, etc. My impression is that the teachers, who advocated a more lax treatment for FLTYLs in terms of linguistic skills, are often against integrated FL and EY teaching, too. Yet, again if FLTYLs are to be treated with respect and not as semi or pseudo-specialists we should not measure the expertise required from them using the FL Philology or EY education yardsticks. As pointed out by one teacher:

My major concern is not about how much I will have to learn or that the course will be tough. My main concern is about its relevance. If the course content, no matter how detailed, how difficult, how complicated will still be applicable to my work as a FL teacher teaching of little children, I will do it with pleasure. I am happy to study advanced grammar, practice my pronunciation for hours, have psychology even though I had plenty of it before, pedagogy, methodology, whatever, as long as they are going to be relevant. If they are going to be a mere repetition of the same things in a new wrapping, obviously I will not like it and say it is a waste of time. (EY teacher)

The needs of FLTYL have once again proven to fall into an ‘in-between’ category of neither fish (EY) nor fowl (FL) teachers. The traditional course content offered in FL Philology and EY Education courses may be inappropriate for what FLTYLs need. Hence, I think that course deliverers will have a dilemma deciding what those teachers require most and set course objectives accordingly. I shall discuss this issue in more detail in section 4.4.3.

So the study results highlight the need for a balance between theoretical and practical components of FLTYL training. The teachers opted for structuring the course in such a way that there is a linkage between university and outside teaching practice and an opportunity to reflect on both the theory and their own classroom practices. Apart from the specific classes taught, the informants pointed to the danger of setting the attainment target at the same level as for single-specialists (EY or FL teachers), rather than on the basis of actual competency requirements for FLTYLs.

Mode of delivery

Another problem related to the issues discussed in the previous section is the problem of appropriate modes of delivery. The informants frequently hinted that currently no matter how fascinating the content of some courses might be, it is quite often wasted by the way the classes are run.

Sometimes I think that the lack of status of EY teachers starts during our university education. There is this opinion about a very low intellectual level among EY students. But at least at the beginning we were all full of enthusiasm to learn, but then something happened. I often felt like a dumb

student myself: so often they repeated the same thing over and over again. We were supposed to teach 6-year-olds but I had impression that they treated us like 6-year-olds. But my friends and I were not dumb, you know. We were only smothered by this constant boredom, but teaching children is not boring at all so I don't know why they made us like this. No intellectual challenge, mostly rote learning without much reflection on our side as if I was not capable of reflecting on the things I was learning, too stupid to judge all these famous pedagogues and their fancy ideas. No wonder that after a couple of months we were all suffering from intellectual torpor. So for a change we would behave really foolishly, just to break this languor, just to have a mad laugh at something really stupid. (EY teacher)

Indeed, some FL teacher trainers had an opportunity to teach EY students and from what some of them say (*'let's not kid ourselves, these are one of the worse student intakes in school [HPS of Bydgoszcz]'*) one may reckon that they consider EY students as intellectually inferior to an average FL student. It is not clear whether the trainers are right and most of the EY students are indeed mediocre, or rather, as the teacher indicated, the student 'dumbness' only reflects the way the trainers treat them. Interestingly, almost all EY trainers, though possibly not very objective here, expressed a very high opinion about the majority of their students.

Moreover, the leitmotiv of the teacher interviews has been *'the didactics [as a university course and its content] is one thing and real-life teaching is another'*. It seems that they experience the disintegration between what they teach and what they preach already during their university education. Like in the following example:

What I remember best about my university education is how tired I sometimes was. Everything seemed to be an arduous, sitting work: listening to endless rows of lectures, taking notes for 6-8 hours a day, and then learning it all by heart, taking an exam, and ... forgetting most of it. I was so down all the time, so bored, so fed up with constant sitting. The faces of the professors were different, different stuff to be learnt but in principle no change: the classes were almost carbon copies of each other. Gee, we were to learn about all these methods and approaches but what they did themselves was lecturing us all the time. (FL teacher)

From the opinions of these two teachers we get an idea that possibly not all courses are like that, but still on the whole it seems that there is little differentiation as far as the training processes in teacher training are concerned. Out of the whole repertoire of process categories and process options described in section 2.4.3 what frequently happens is that the trainees are taught via 'feeding' (or rather 'force-feeding'), that is 'a mere transmission of information or opinion about the language, teaching or a relevant theoretical discipline' (McGrath, 1997a:165). Apart from practical workshops (music, arts, IT, etc.) and some teaching methodology classes there is little 'showing' or 'throwing' techniques. Moreover, the teacher interviews and some student-teacher comments give an impression of the current training being very teacher-centred and aimed at 'knowing' rather than understanding. 'Leading' processes—the activities aimed at guiding the participants

towards knowledge, awareness-rising or conscious analytical understanding—all these are used rather sporadically. The teacher trainers' interviews have not provided a definite answer why such process choices are made. One indication is that the quality of teaching is not generally regarded as an important factor while evaluating the competence of academic staff. What frequently matters more are factors relating to publications and research undertaken (see 4.4.4.2). Another factor might be the long-standing academic tradition, which is based on lecturing rather than interactive activities. Perhaps too staff think it is faster to teach within the time constraints they have and possibly also because they reckon that knowledge presented to the trainees on a 'silver platter' is easier for students to understand.

Yet, the opinions of the teachers and student-teachers imply the contrary. There are very frequent references to the need for a '*more practical and less theoretical*' training, which may relate less to the course content, than to the way the courses are run. Thus, what the trainees possibly want is not 'on-paper' replacement of lectures with seminars, but changes in the processes—complementing feeding processes with a variety of classroom processes of a more learner-centred and 'doing' nature. Trends in many countries towards more autonomous learning (see, for example, Leffa, 1994; Pemberton, Li, Or and Pierson, 1996) seem to comply with students' opinions. Nunan (1996:17) cites in this respect the research of Widdows and Voller who sought the views of university students in Japan:

The most important result of this survey is the dichotomy between what students want to learn and experience in university English classes, and what they are actually taught there... Students do not like classes in which they sit passively, reading or translating. They do not like classes where the teacher controls everything. (...) Thus it is clear that the great majority of university English classes are failing to satisfy learner needs in any way. Radical changes in the content of courses, and especially in the types of courses they are offered, and the systematic retraining of EFL teachers in learner-centred classroom procedures are steps that must be taken, if teachers and administrators are seriously interested in addressing their students' needs.

As evident the problem is international. Yet while recent reform in Poland promotes learner autonomy and learning to learn at elementary, middle and secondary school levels, little has been said how to prepare teachers for his/her new roles. For example, how institution- and teacher-centred HE, described by my interviewees, is to produce reflective and critical teachers capable of implementing 'autonomy-focused classrooms' is not clear. As de Souza and Grigoletto (1994) point out that it is only HE that is oriented at promoting learner autonomy in their teacher education courses, dedicated to the preparation of critical future teachers, that would be capable of acting as researchers of their own practice'

(p.373). This, on the other hand, may result teachers helping their students how to become autonomous learners.

Another problem related to the mode of delivery concerns the preparation of the trainees towards integrated EY and FL teaching. As I have argued elsewhere (Wiśniewska, 2001) in order for the teachers to be able to successfully merge FL with the rest of EY teaching, they have to experience integration of language and content themselves. The data suggests, too, that the teachers' reluctance towards content-based teaching is not only caused by lack of skills, but by the fact that they have never experienced practical language teaching serving other than pure linguistic aims. The teachers generally agree that practical FL classes both at FL Philology courses or language courses elsewhere, are seen solely as the acquisition of the language—a set of vocabulary, structures, or sound patterns—always divorced from any meaningful connection with other disciplines, such as literature, history or culture. Thus, it is no wonder that the teachers repeat so often statements like 'language is language, maths is maths', if throughout their education they have only experienced learning the language in isolation, rather than as a medium of acquiring new knowledge. And yet, when exposed to the converse, they have really jumped at the possibilities:

I can really picture it... For example during the music workshops we can practise not only a traditional repertoire of songs and chants used in early years education but also some English nursery rhymes and songs, and learn how to use them effectively. Or during the literature class we might learn something about contemporary English children literature, because so far I am confined to *Little Red Riding Hood* and *Cinderella*. Basically I know nothing about what children in Britain or in America read nowadays. And we should be taught how to use them in the classroom, because knowing these books is not enough. You see! Everything is integrated, everything overlaps: music education, literature, teaching methodology ... and on the top of it there are practical foreign language classes because you have to learn the language. Gee, but this is a revolution what you want to do! It does not resemble at all the way those courses are structured now. A revolution. (FL teacher)

Obviously content-based teaching and integrating language and content courses need not be limited only to practical classes, such as arts workshops. When I hinted at a possibility of , for example having a sheltered model (i.e. subject matter course, say child psychology, being delivered in an FL by a content specialist) or adjunct model instruction (i.e. linking two or more courses that share a content base but the focus of instruction differs, e.g. FL literature and writing, child psychology and vocabulary)⁸⁹ during the course most of the non-FL-Philology graduates worried by such a perspective and feared failure due to their limited FL proficiency. Some have of course questioned the very idea of learning for

⁸⁹ For description of various content-based college FL instruction, see, for example, Brinton, Snow and Wasche (1989); Stryker and Leaver (1997) Kasper with Babbitt *et al.* (2000).

example psychology in an FL, since the language learnt during this class will not be used with children. And yet, many teachers viewed their education more broadly than seeing it as what is needed in the classroom. Quite often an afterthought was that it indeed gives them an additional opportunity to practice their FL skills and given enough support by both the language and content teacher-trainers it may be very fruitful.

However, a common reaction towards integrating FL and EY programmes at the universities has been the fear that it is impossible to do because of the reluctance on the teacher-trainer's side.

And whilst some of my professors are still teaching, I really wish you luck to convince them of such ideas! You are saying it is difficult to change us, teachers, try to change them first! You know what they say, 'Charity begins at home', I believe that I teach the same way I was taught, added some of the modern techniques that I like myself, but basically, it's all the same. I was taught so many fancy things but since I have never seen them in practice I have simply forgotten them. (EY teacher)

Indeed, as we will see in the next section, the teachers view that changing the attitudes of academic staff towards the purpose of practical FL learning and its relation to content may be the greatest challenge.

Finally, when asked, teachers were hardly concerned with what 'papers', degrees and titles future FLTYL training they would obtain. Their primary interest was *what* and *how* they are going to be trained. The frequent references towards 'a more practical and less theoretical' training imply the sort of courses which should offered and also the process options used at these courses. Yet, as suggested by many trainees, even though they are themselves quite enthusiastic about participating in training with 'a totally new face', convincing teacher trainers to certain changes may be quite problematic.

4.3.2. Providers

Having heard the clients' version on what constitutes optimal FLTYL training offering, let us now turn to the possible providers of such courses and how they see the problem. Since the study has only included one HEI, a short description of the institution studied is provided in Appendix A so as to enable the reader to make comparisons between his/her situation and the one being studied. The section starts from an overview of legal intricacies that govern the introduction of HE courses in Poland since they are essential for understanding of information that follow. Similarly, throughout the interviews, the trainers have often referred to 'present (FL or EY) provision', 'the Tempus course', 'the Applied Linguistics course, and 'the new integrated EY and FL course' and their views on future

FLTYL training were strongly shaped by their perceptions of the relative success or failure of the three projects, on one side, and relative strengths of the current HE courses' *status quo* on the other. Due to the limited space, I have included a short description of the three initiative in Appendix A based on documents and my personal involvement in them.

I shall then discuss the interview data itself and highlight three basic areas of disagreement between the academic staff in relation to the training of FL teachers involved in teaching young children. First there is a problem of whether current provision serves the needs of FLTYLs and if not why. Then I highlight the problem of who and how should be involved, i.e. the cooperation of the academic staff from the two departments which traditionally work separately and who do not see the need for launching FLTYL training in the same way. Next some solutions are discussed concerning the type of course which might be launched and prerequisites, design and content.

4.3.2.1. *Legal matters affecting the development of HE courses*

In order to be able to understand the diverse opinions of the teacher trainers on the feasibility of establishing FLTYL training, we have to first explore the legal constraints governing organisation of higher education courses in Poland. Figure 4-38 summarises legal intricacies of Polish educational system that have to be considered before any course may be brought to life⁹⁰.

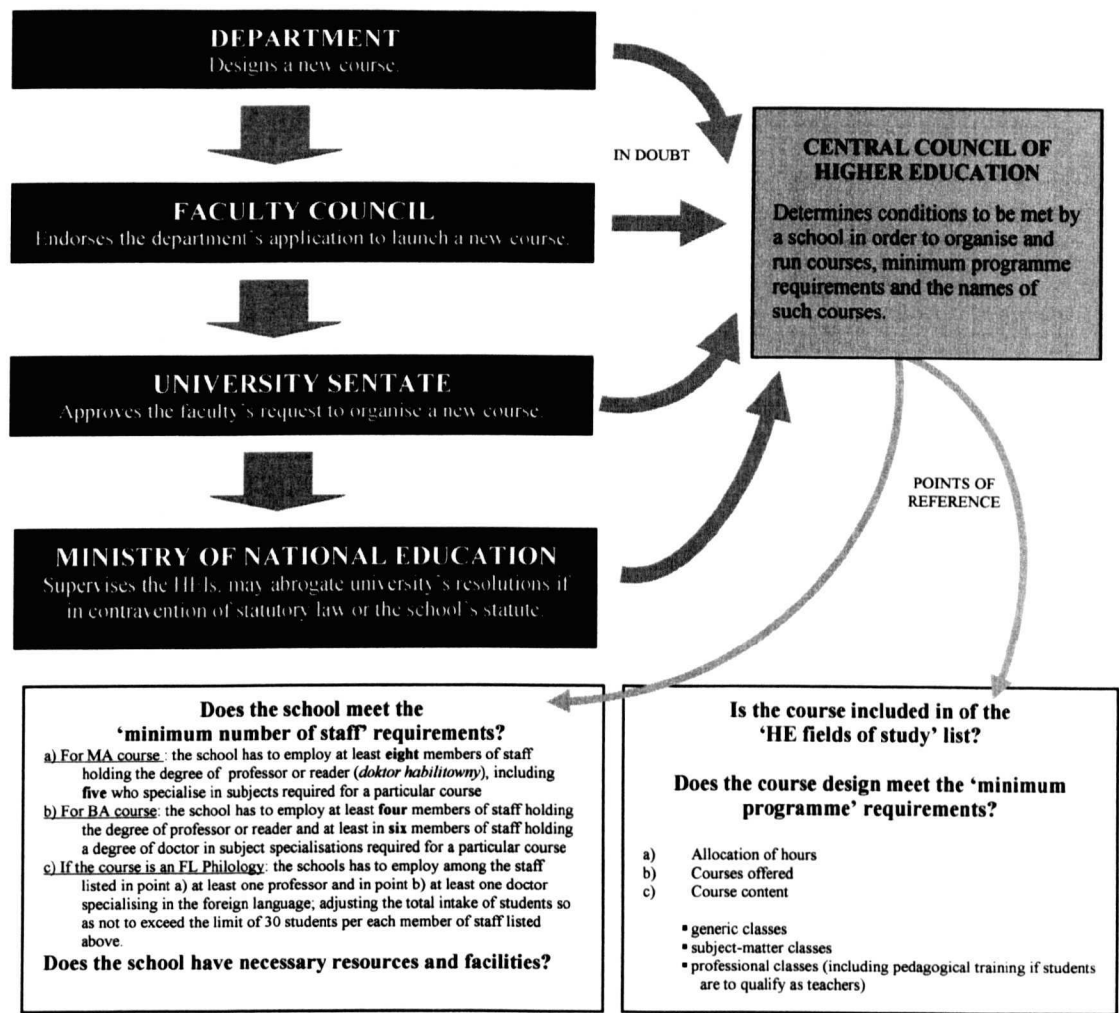
A common problem is that education in Poland is undergoing a process of constant change and reform, and therefore an outsider may quickly discover that some newly launched courses may be in slight disagreement with what official regulations say. And since the process of approving them is quite long and complicated, in the meantime a lot of experimental courses simply 'keep going' while university lawyers pursue the official go-ahead.

Nevertheless, in Poland officially there are only 92 so called major fields of study (*kierunki studiów*) and in each of them an HEI may organise further specialisation. For example a student can major in pedagogy without any specialisation or in pedagogy—specialisation: Early Years Education or Speech Therapy. FL students, on the other hand, by default get a

⁹⁰ The chapter describes the situation as it was in 2000, to which the trainers interviewed referred. For changes implemented since that time see section 5.4.

diploma in Philology with specialisation in for example English Philology or in English Language Teaching.

Figure 4-38 Description of HE course organisation procedure



SOURCE: compiled from MoNE 1990a; CCHE, 1997, 1998a, 1998c.

As a result of mushroom growth of private HEIs that offer a myriad of new courses, the problem has appeared of maintaining educational standards and equivalency of diplomas. Thus, 1998 the Central Council of Higher Education (CCHE)⁹¹ announced that it would gradually publish a so called minimum programme (*minimum programowe*)⁹² for each of the fields of study. The minimum programme specifies main 'blocks' of classes (generic,

⁹¹ Since 2002 CCHE was replaced by State Accreditation Commission (*Państwowa Komisja Akredytacyjna*).

⁹² Since 2002 called educational standards (*standardy nauczania*)

subject-matter and professional) that have to be included into a specific course, minimum allocation of hours for lectures and seminars and basic content areas for each module (see also discussion in section 1.1.3). Figure 4-39 illustrates the minimum hour allocation of BA and MA FL Philology course and Figure 4-40 for the course in Pedagogy.

Figure 4-39 Minimal allocation of hours for MA course in FL Philology including pedagogical training

	Minimal allocation of hours	
	MA *	BA
GENERIC COMPONENT		
Options: IT / logic / social sciences / natural sciences	30	
History of philosophy	60	
2 nd foreign language	120	optional
Latin / Church Slavonic (depending on the origin of the lang studied)	60	
Sports	60	optional
Total	330	x
SUBJECT-MATTER COMPONENT		
Literary studies		
Introduction to theory of literature	30	30
History of literature	120	120
Linguistic studies		
Introduction to linguistics	30	60
Descriptive grammar	120	
Historical linguistics	30	30
Contrastive linguistics	15	30
Historical and cultural studies	90	240
Development of foreign language skills	900 (1200)	1110
Total	1335 (1635)	1620
PEDAGOGICAL COMPONENT		
Psychopedagogical studies	150	120
Subject didactics (inc. the use of multimedia in teaching)	120	120
Other (e.g. ethics, arts, legal matters in education, etc.)	60	
School experience	150	120
Total	480	360
GRAND TOTAL	1995 (2295)	1980

* The numbers in brackets denote FL Philology courses in which FL learning starts from beginners' level.

SOURCE: based on CCHE, 1998b, 1999 and MoNE, 1992.

It may be surprising that the choice of classes and the allocation of hours are so similar in BA and MA courses despite the fact that MA course is two years longer. It has to be emphasised that the minimum programme for an MA course denotes only these classes which are compulsory and should be included in all courses of the same type organised by different HEIs, and in reality MA students are given double the amount of courses. On average an MA course includes from 2500 to 3500 teaching hours exclusive obtaining supplementary qualifications, such as pedagogical ones, which would add additional 330 hours to these totals. BA courses, on the other hand, will mostly include only the classes listed in the minimal plus additional electives of a very practical kind such as workshops.

Figure 4-40 Minimal allocation of hours for MA course in Pedagogy, specialisation Early Years Education.

	Minimal allocation of hours	
	MA	BA
GENERIC COMPONENT		
Optional subject	30	optional (37)
History of philosophy	30	
Cultural anthropology	30	
Ethics	15	
Logic	15	optional (28)
Research methodology	30	
IT and media in education	75	
Foreign language	120	
Sports	60	
Total	405	102
GENERAL PEDAGOGICAL COMPONENT		
General		
Human biomedical development	30	74
General psychology	30	57
Developmental psychology	60	74
Social psychology	30	optional (37)
Educational sociology	45	
history of education	60	
General pedagogy	60	
Current trends in education	60	74
Comparative pedagogy	45	
Social pedagogy	60	
Theory of education	60	
Principles of teaching	60	
Special pedagogy	45	
Remedial pedagogy	45	
Pedagogy of teaching adults	45	
Occupational pedagogy	30	
Principles of teacher education	30	
Legal matters in education	30	
Health education	30	
Ecological education	30	
Principles of pastoral care	45	
Educational diagnosis & therapy	45	
Total	1200	316
SUBJECT-MATTER COMPONENT		
Subject-matter didactics		
Polish language arts (inc. children literature)	45	110
Mathematics	40	110
Science	25	93
Music	25	120
Arts & crafts	25	130
Design & Technology	25	103
Physical Education	25	130
Principles of Integrated Early Years education	35	110
Pre-school education didactics		70
Workshops (drama, arts, music, instrument practice, etc)	15	219
School experience	150	150
Optional: e.g. choir practice, speech therapy,		158
Total	410	1503
GRAND TOTAL	2015	1921

SOURCE: based on CCHE, 2000 and MoNE, 1992.

Consequently, present legislation can be as a serious hurdle for organisers of courses that combine two fields of study. When such efforts started to be made, the CCHE took a stance that double-specialisation courses have to comply with minimum number of staff and minimum programme requirements described above. As it reads in the *Opinion No*

8/93 of the Central Council of Higher Education of 20 May 1993 on teacher training double-specialisation undergraduate courses:

[it is] desirable that elementary school teacher training be organised as a double-specialisation courses, especially in the subjects which, due to small number of hours in the curriculum, would not secure the full teaching load alone. The Council is of an opinion that if such courses are to enable the student to be awarded with a BA degree in both areas of study, the following conditions should be met:

1. the school has to satisfy minimum staff requirements for both courses at least at the BA course level
2. the course curriculum has to include the programme minima for both courses

According to the Council, the latter condition cannot be met in a 3-year-long course of studies. Therefore we recommend introducing for example 4-year-long courses with a flexible design at the same time, allowing a student, the need be, to graduate from one course after 3 years and continue another one on the extramural basis.

CCHE, 1994:83.

In the same vein in the *Resolution on additional requirements for teacher professional development at higher education courses* (CCHE, 1999) the Council suggested that all course specialising in teacher training should be designed in such a way as to prepare the teachers for cross-curricular teaching of related subjects, for example History and Civic Education, Geography and Environmental studies, etc., so in fact it has recommended combining classes derived from courses which until recently were separate. In the same document it also suggests that:

The course curricula should be designed in such a way as to, wherever possible, give the students an opportunity to study on two parallel courses, e.g. at BA and MA level, in accordance with the school needs.

As evident the Polish legislation only allows for such double-specialisation courses that are in fact two, separate courses. The students' life is made a little bit easier by coordinating two timetables and merging curriculum components, which are shared by both courses. Yet, as the Tempus project (see Appendix A) has proven, such a solution works only for the most able students who can manage double amounts of the workload. Moreover, since the two courses are self-contained and there is still little integration between them, they do not guarantee adequate preparation for jobs that require the application of knowledge from one discipline into another, for example an FL into IT. As a result, students are often demotivated by the fact that they perceive some of the classes they are required to take as irrelevant to the job they wish to undertake.

Moreover, if double-specialisation courses are organised as two parallel streams, Górniewicz (1998) rightly notes the following: Should an MA dissertation be written for each of the two components or only for one? Should school experience involve teaching

one subject or both and in what proportion? The situation becomes even more ambiguous when courses aim at preparing teachers for block-teaching introduced by the new educational reform. For example, how a teacher of science, a subject which supposedly combines elements of biology, geography, chemistry and physics (which up till now were taught by separate specialists), can obtain qualifications in four separate disciplines if not by a **joint** honours course that aims at preparing teachers of this subject? In the same way I would argue that FLTYL training is unique and a mere adding of FL Philology component to the EY course is not a good solution. In my opinion the specificity of teaching an FL to children, especially if an FL is to be embedded in a the mainstream EY curriculum, requires expertise and skills that are not included in either of the minimum programmes.

What is more, the review of literature describing the state of teacher education in Poland (see for example, Grucza, 1988; Kwiatkowska, 1997; Mizerek, 1999, Ochmański, 1995; Ossowski, 1994; Stasiak, 1998; Zawadzka, 1998) suggests that the legislation falls behind economic and socio-political changes in Poland. Specifically, the four premises seem to be particularly debilitating:

- 1 The belief that any a council or educational authorities, rather than a student her/himself, know best how degrees or other qualifications should be built, what components it should include and the time required.
2. The belief that the HE courses can be pigeonholed into 92 fields of study and 'specialisations' within them.
3. The belief that all students can take all necessary classes in the prescribed time.
4. The belief that teacher training can simply be **added** to any course, as bonus component comprising general psycho-pedagogical studies and subject-matter didactics.

Furthermore, as we have already seen from the data discussed so far, the courses offered currently are too generic to prepare teachers adequately for all teaching contexts that they may encounter. There is also insufficient inservice training aimed at particular groups, e.g. FL teachers coaching students for or acting as examiners at final secondary school examinations, FL teachers at bilingual secondary school, ESP teachers, or FLTYL. Even though they undertake a lot of specialist classes, the students are given little opportunity to explore any area in real depth. It also appears that despite reassurances about the self-governance and independence of HEIs, they are often so restricted by policies and regulations that they are unable to introduce any far-reaching changes into the courses'

structure. The legislators in pursuit of rigour and high standards of degree courses, seem to reason that standardisation of courses will result in ‘standardisation of quality’ among HEIs (i.e. that all institutions will offer education of an equally high level), and yet life seems to contradict this idea. Standardisation, lack of flexibility and little choice granted to students to build up their own degrees often result in the opposite to what the course descriptions seem to promise: instead of preparing everybody to do everything, they prepare nobody to do anything specific.

In addition, the premise that at the age of 19 anybody can decide whether or not s/he wants to be a teacher is false. As evident from the previous section, teachers enter a teaching career at different points in their lives. Some of them object to taking pedagogical training during their initial training and change their minds later (see also teacher training reflection on that in 4.4.2.2). Other teachers, even though fully-qualified in one discipline, wish add a new specialisation or requalify altogether. However, current provision, due to the legislative restrictions, does not seem to take into consideration the way the candidates differ: while some would need the full training, others, more experienced, say from the work in other specialisation or work overseas, would only need a small amount of top-up training or an assessment and certification. For example, there is no other way for an experienced EY teacher who has worked in an English-speaking country and wishes to change her/his career and become a FLTYL, except to undertake a 3 or 5-year-long course in FL Philology. Not recognising the prior experience such teachers have is a waste, but most importantly there is an issue of whether the content of FL Philology course has any relevance to the job that they want to undertake.

And finally, there is a problem that everybody, regardless of their circumstances, has to follow one prescribed course of training, ‘so and so number of classes (plus all assignments and examinations that come with them) during year one, two, etc.’. Often students do not manage what is supposed to be an optimal workload. If they fail one or more examinations, they have to repeat the whole year, and consequently very often dropout altogether. Instead, they might be given the possibility to switch into a part-time study or spread their training over a longer period. But for the present moment they can only choose between studying during the daytime, evenings or weekends yet still with the same workload which must seem to them to be like no solution at all.

In sum, I would argue that present legislation does not permit the necessary far-reaching changes in the area of HE course design. Even though some leading HEIs have been more

daring and have modernised their offering, either via interdisciplinary courses or the introduction of modularization and a credit system (see Kotusiewicz, 1995), the fact remains that in many HEI courses are still traditionally structured, with little diversity and flexibility. There seems little point in offering a modular format if students are quite restricted in what they can choose and mix? From this perspective, the package changes but the content remains the same.

Having said thus, it is interesting to see how the constraints imposed by the present legislation and system of HE in Poland have influenced the three initiatives undertaken in the HPS of Bydgoszcz in the area of double-specialisation courses. These are summarised in Appendix A. Especially the most recent initiative in Integrated EY Education and an FL is very important since launching of this project in February 2000 coincided with the time of my interviews with teacher trainers. Due to the acceleration of the whole process, many members of the staff were misinformed about the course objectives, structure and requirements. It took me some time to explain to study participants (to their astonishment in most cases) that the new course in fact was **not** designed as the training intended for FL teachers of young learners, but as an additional specialisation, separate from the EY degree. As it reads in the course booklet, the students will major in EY education and minor in one of the subjects taught in higher grades of the elementary school, i.e. classes 4-6 (Jakóbowski, 1999). The opinions about this fact and other issues related to double specialisation courses, including optimal FLTYL training, are presented in the subsequent sections according to the main problem areas.

4.3.2.2. *Current teacher training provision vs. FLTYL preparation*

It is perhaps surprising how unanimous the trainers have been when asked if current teacher training provision is adequate for teachers who teach FL to young children. All but one staff member agreed that neither the present course in FL Philology nor EY Education is adequate to prepare FLTYL well. As already illustrated (see 4.2.1.2) it seems to be common knowledge among the teacher trainers that the teachers involved in early FL teaching are not sufficiently prepared for the job and as a consequence often do not perform well. Since the TT institutions are the first ones to be 'blamed' for this state of affairs by the teachers, it is interesting to see what arguments have been put forward by the teacher trainers as to why there is no FLTYL training provision.

First, as already indicated (see section 4.2.1) it is not clear that the market actually needs FLTYLs. Here are just two examples of the confusion between the trainers whether there is a need for FLTYL training or there is not.

I do not see the reason for such training. I simply don't because as a matter of fact, what for? There is no compulsory teaching to children in classes 1-3 so I think it's unreasonable to provide training like the one you're suggesting. We should not produce the unemployed. (EY teacher trainer)

Currently, there are many Early Years teachers and not only them, who want to obtain additional qualifications, for example to teach arts or science. But there would be an immense... Jesus! There would be a **mass** of people that would be interested in foreign language teaching. (EY teacher trainer)

The official statistics on early FL teaching are ambiguous (see 4.2.1) and so are the ministerial recommendations to allocate the additional hours in classes 1-3 to FL teaching 'provided conditions at school permit' (MoNE, 1998b). Thus it is not clear to the trainers whether there is teaching or there is not. Of course, the Ministry may have phrased its recommendations in this a way so as to create a transitional stage: allow the schools in which such a provision is possible to introduce early FL teaching and give HEIs some time to produce more specialists before more specific policy will be made. Also, as we have already seen the teachers express it very lucidly: they deserve adequate training, regardless of their background (the degree already possessed) or the type of school they are employed in. They argue that nobody should make this decision *a priori* that certain teachers deserve training or not. Moreover, the teachers and headteachers have complained about the lack of concrete planning and forecasting what the future needs for obtaining new qualifications are. The trainers agreed with this:

There is only one conclusion: it has all been turned upside down again. We have started from the school reform of without preparing to it the whole structure of higher education and teacher training. We should have been informed about some proposals at least 5 year ago, 10 years ideally. Then we might have reorganised our courses and train new teachers according to the needs. And now all we do is bit too late. (FL teacher trainer)

In fact, few FL teacher trainers denied that the need for FLTYL training exists, yet what really counts for them is **compulsory** teaching in state elementary schools. This is the signal that they are waiting for: that at some definite date the Ministry is planning to make early FL teaching compulsory and thus so and so number of teachers is needed. Yet for now when the demand for FL specialist in other areas is so immense, they do not feel like '*sponsoring*' private elementary schools and language schools through free-of-charge teacher training of for them.

The fact that the teaching methodology course is general and mostly aimed at higher grades mirrors the needs in the market. Officially, nobody teaches languages in classes 1-3 so providing the

didactics of early foreign languages teaching is automatically a minor problem. The demand is lower. I mean that it is only a fraction of the demand for teachers for higher grades. And I think that as long as the educational market is not changed into some healthy state, these teachers, being paid so little, will go to the place where the work conditions are better and teaching easier: to secondary and middle schools. The rest, the majority of our students will avoid school altogether. (FL teacher trainer)

This opinion highlights also other problems: what is the purpose of FL Philology course, i.e. are we clear about whom we are actually training? As described in section 4.1.2.1), apart from the programmes offered in FL teacher training colleges, FL Philology is **not** a teacher training programme *per se*. It prepares graduates for all sorts of different careers and teaching is only one of them. It is interesting how many interviewees used the term ‘philologist’ rather than an ‘FL teacher’, giving some idea where the emphasis in the training lies.

Do present studies prepare teaches of young children? No, definitely not. These are **philological** studies and teacher preparation is only a fringe. There is also another issue. Do we need such teachers? Schools in big cities need them, but in villages and small towns they need teachers qualified in two or three disciplines. So, we will never provide training for elementary school teachers. It may be an additional specialisation within FL Philology (...), but we will never train philologists for classes 1-3 because it neither the level nor the linguistic requirements. And what you need is a double- or triple-specialisation training, which will never be approved by our Ministry. You can quote me on that. Such courses do not exist and they probably never will. (FL teacher trainer)

As is evident, we train **the** philologists: high-class linguists and translators, and the trainers are pessimistic about the fact that at least 30% of graduates will ever become teachers, not to mention teachers of young children.

I have been researching students undertaking modern FL courses for years; researching the whole spectrum of things: from motives for undertaking this type of course, interests, to their intercultural attitudes. And it appears that only 4 to 14% of the first year students’ population (depending on the course) would like to be teachers in the future. Later, when that are in their 5th year, these figures drop down to very insignificant numbers. In practice all of them want to be translators, foreign correspondents, entrepreneurs, all sorts of jobs... anything but being a teacher, despite choosing to study at a pedagogical school. (...) It is also evident that extramural students are planning to emigrate, especially those that have already graduated from another course, mainly men. So let’s not kid ourselves that these people will go to elementary schools. We are producing the working force for somebody else, in fact we are training the specialists for Europe, very cheaply in fact if you calculate the cost of education a FL specialist elsewhere. And what about the rest of them? The worst, sorry to say, the worst of them will end up in our schools. (EY teacher trainer)

The reality is however that due to external factors such as teachers’ salaries, few FL graduates work in schools, especially not in elementary schools. We could also see this trend in the present study: how few students have declared the wish to become FLTYL or teachers in general (4.3.1.1). Again, the trainers indicate that they are reluctant to reorganise the FL Philology course and provide teaching and non-teaching specialisations because they know that the original interest in teaching specialisation would be minimal, but eventually *‘some of those reluctant students would go to schools and we [HEI] will get*

them back and we will have to train them'. Similarly, the staff also indicate that as the experience of FL teacher training colleges has shown, providing only one (i.e. teaching) specialisation and restructuring the programme in such a way as to make it specifically teaching oriented will not solve the problem—most of the graduates will not go into teaching anyway.

Therefore, the FL Philology courses are designed in such a way as to equip the students with expertise in an FL, linguistic, cultural, historical and literary skills, and just give them a taste of what FL teaching is about *'just in case they change their minds and wish to become teachers'*. This philosophy is also mirrored in the way the hours are allocated to pedagogical training since year by year they are being reduced. All FL methodology teachers and other specialist providing psycho-pedagogical training have emphasised that this is the very reason why they are not even able to provide even an introduction to early FL teaching. The time devoted to pedagogical training is hardly sufficient to equip the trainees with smattering of general teaching skills, let alone anything so specific as early FL teaching. No wonder then that the teachers feel insufficiently prepared for the job of FLTYL and experience the problems as those discussed in section 4.3. Moreover, as far general FL teachers are concerned, those who they eventually have ended up in schools and who have been equipped with such *'just in case'* training, they often complain about their inadequate preparation, too (see Strachanowska, 1997).

So what can we do? Is this problem completely insoluble? It seems that one step has been made: the new initiative made in the HPS of Bydgoszcz to set up a course that would draw upon a different set of students, i.e. those who wish to teach in the first place, and equip them with FL skills and pedagogical training. And, yet the response to such an action was immediate: especially with regard to professional territories. As one informant put it crudely, *'rumours and accusations about trespassing into somebody else's authority and practising a backdoor means of becoming an FL specialist started to circulate in the corridors of the HPS'*. We will hear these voices in the section below.

4.3.2.3. *Who should be involved? Controversies over division of powers*

The leitmotiv of the teacher-trainer interviews has concerned the responsibility or jurisdiction of the FLTYL training falls—FL, EY or maybe both departments? Who is to decide about the organisation of FLTYL training course, the teachers' competencies to be

developed, classes offered, and most importantly who is to provide staff? The answers to these questions have proven to be very problematic in the Polish context since the preparation of teachers for early FL teaching seems to be a ‘no man’s land’—the area that nobody feels really qualified in. The organisation of FLTYL training would require building a bridge between the departments, pulling shared expertise together and establishing a mutual support via a good scheme of staff training. And yet, as I would argue, these may prove very difficult in practice since there are many differences in the perception of various departments as to whether there is a need for change and innovation in the first place.

The first area of disagreement comes from the trainers’ perception of where the emphasis lies in FL teaching to young learners: on ‘foreign language teaching’ or on ‘teaching young learners’. Typically if any department would like to organise a course in early FL teaching it would have to comply with the following regulations (see section 4.4.2.1):

1. The department has to meet the minimum **number** of staff requirements, i.e. have a specific number of staff holding higher academic degrees;
2. The department has to meet a specified student-staff **ratio**, i.e. not more than 50 students enrolled per a professor/doctor employed in the department running a course;
3. The department has to have staff with **specialisations** in the areas it is going to award diplomas.

The first argument raised especially by English and German department staff has been that they are not able to allocate staff to the new programme without putting their own courses in jeopardy (requirement 2). Of course, even though the Ministry is very specific about staff-student ratios (CCHE, 1998c, 1998d), staff shortages are common. However:

The Ministry is saving wherever possible, introduced all these minima, reduces the hours, which is not the best way towards quality education. And when you read these statistics that we will have to face a ‘student boom’ in the near future. Yet the number of students will increase by 30% and the number of staff by 7%, so you may guess easily what it means for all of us. And we already have so many extra hours ... Of course, we are happy that we can earn a bit more, but there is also the issue where to teach, since we already struggle with the shortage of classrooms⁹³ ... (EY teacher trainer)

⁹³ This quotation does not show another problem that may emerge from the skimpy resources allocated to higher education. In the circumstances when academic salaries are low, the teachers will possibly be willing to take more extra hours of teaching, yet at the expense of research they are supposed to do. Such a policy though successful over a shorter period of time, may be deadly for HE in Poland (see Bikont, 1998).

Moreover, the condition 1 and 3 are equally difficult to fulfil since to my knowledge none of the academic teachers at the HPS, and in fact very few in Poland, specialise directly in early FL teaching. Consequently, any FLTYL course would require interdepartmental cooperation. Many of my interviewees believe that it is possible (see section 4.1.2.4) and provided *'there is a mutual wish to succeed'* not that difficult after all.

However, in an institution like the HPS of Bydgoszcz where there are three different departments offering FL Philology courses in different FLs and the fourth one that deals with EY teacher preparation, a clash over the division of powers seems inevitable. Just to illustrate:

I am sceptical about such cooperation. Because our departments or institutes are highly specialised. Philology is philology, pedagogy is pedagogy. And I am not surprised that they want to include philological element into their studies because it will increase their graduates' marketability, they will simply get a chance to get a job. (...) But I am very sceptical about merging these two courses, because I am *pro* specialisation. Philology is philology, and of course it should include teaching methodology in the widest sense, at different levels, based on psycholinguistics and sociolinguistics. (...) And nowadays there is such a tendency in the world to offer such narrow specialisations. So now when we have more and more academic staff in our department, more students, I am not in favour of joining the departments and getting sidetracked. (FL teacher trainer)

We can hear once again the indications of 'elitism' and of philology being a 'special' course. But there is also a new element: the perception of specialisations. Several of my informants implied that early FL teaching can be just added to the typical course component of FL teaching methodology. Other informants maintained that it is impossible and thus a new course with different aims, and preferably joined with EY Education, should be launched. Still some others disagreed. Because early FL teaching is such a narrow specialisation, we should not offer a course that would, at least as part of the pre-service teacher training, aim only at obtaining these qualifications. It is particularly true in the light of what I have already said earlier that there is a problem whether there is teaching to children or there is not. Thus, several trainers were in favour of broader certifications, for example to teach FL from pre-school and grade 6 of elementary school. I will discuss these ideas in section 4.4.2.4.

The whole notion of 'jurisdiction' and wanting to preserve the 'purity' of one's courses is a common problem in modernising and changing education provision, and if modularisation of courses is introduced. When the 'academic cake' is sliced in a different way then into traditional division into disciplines and fields of study, student and staff have to transcend traditional divisions into disciplines and fields of study and step outside traditional subject departments. This is a process which Betts and Smith (1998:28) call the 'divorce of

ownership from delivery'. What probably causes consternation in the minds of critics of cross-departmental studies is the loss of control over the courses they deliver and students following them.

In this context the notion of 'getting sidetracked' is often mentioned by the trainers. Side-tracking is probably meant to denote adapting to diverse students groupings, their diverse background, interests and purposes. The perceived homogeneity of existing student groupings of students, all of which have the same objective in mind for following a course in English or German Philology, is lost. Critics argue that this style of HE courses is 'higgledy-piggledy'⁹⁴ and there is no real pattern in what students learn. Opponents of such stance point to the fact that contained HE provision with their standardised and prescribed content maybe fragmented. Unification and standardisation of courses does not guarantee, what Jenkins and Walker (1994) call, student capability; neither it is automatically achieved in modular provision. As I have discussed in section 2.11, integration of language (or in fact, languages: students' L1 and FL studied), content and pedagogy, is a broader problem and concerns both traditionally structured and modularised courses.

By the same token, many FL specialists claim it is difficult to maintain the quality of courses if there is a myriad of course with different length, content and certificates.

In general there is now such an aura for 'anyhowness' (*bylejakość*): educate them anyhow, the quicker, the better. Training students masses regardless the quality. The quantity has replaced the quality. (FL teacher trainer)

In the similar vein, a lot of trainers provided similar observations in relation to the fast track course offered in the FL teacher training colleges:

I really don't know how to solve this problem [of FLTYL training]. I am afraid that the same will happen as with all these colleges. There, too, somebody has thought that a 'fast track' is enough. And when some of their students come to us to read for MA, their language competence is OK, but apart from it they know nothing. These are the people who has never read any academic paper, who have serious problems with reading one or two chapters from an academic book from one seminar to another. As far as content knowledge is concerned they virtually know nothing. (...) And my opinion is that a language course, like the one that they have in colleges, because for me these are not higher education courses, may be offered to somebody who wants to go abroad and do shopping and not to a person who is to teach others. They must know something else apart from grammar and vocabulary. (FL teacher trainer)

Indeed the evaluation of the college system in Poland is diverse. While some experts emphasise positive results (Komorowska, 1995a), others (Zawadzka, 1998) including some

⁹⁴ In Polish, *misz masz* (informal).

of my interviewees, look at them with scepticism. Most of them claim that the objectives of this course are not clear and while in some colleges the structure of the course is basically a mini-philology, in others, especially in smaller centres with no academic traditions and hardly any academic staff, the quality of graduates is very dubious. The trainers claim that the same may happen with so called double-specialisation courses since virtually any department may add a language component and claim their graduates have qualification to teach an FL. As one of them has indicated:

I do not like an idea that the Department of Pedagogy infringes our authority. (...) I strongly object to it. By all means, it endangers the work of our department. Nowadays there are so many people that teach [foreign languages] without any qualifications. And they [the new course] will add up to this process. I am really scared of such a thing. (...) I am strongly against permitting people without full qualifications to teach. Because they will not be adequately prepared, they will only be semi-skilled. I cannot believe that any graduate in Pedagogy would ever be competent enough to teach a foreign language well. (FL teacher trainer)

The attitude of FL specialists is understandable. It seems understandable that they are concerned that any double-specialisation course would require some cuts in the typical FL Philology course content and consequently produce graduates of lower quality. And yet in the context of FLTYL training it is for me paradoxical that FL trainers object so strongly to FLTYL course organisation if:

1. their (i.e. FL Philology) graduates do not feel like being FLTYLs (see above),
2. the FL Philology department has a lot of responsibilities in areas other than early FL teacher provision, and
3. the staff does not feel like being involved in FLTYL course since most of them do not specialise either in teacher training or FLTYL training (see below) and have different other responsibilities.

Some trainers appear to have a 'dog in the manger' attitudes: we cannot (for various reasons) organise FLTYL training, but they (i.e. other than our department) cannot do it either because they are not qualified *ergo* it is not their jurisdiction. And yet there is a need to overcome the present impasse of not being able to satisfy the needs for FL specialists specially for elementary schools, by drawing on groups of students than those that typically constitute FL courses. The EY staff express an awareness that they are unable, or at least it is not advisable, to set up double-specialisation course that included FL component on their own:

I might create a new division within this Institute that would be responsible for foreign language course competent. But I might fail here, might be accused of wangling and trespassing into somebody else's authority. Thus, I am keen on cooperation. (EY teacher trainer)

This on the other hand raises an issue of whether a university as a whole is responsible for securing good career opportunities for all its students, and thus if a single diploma does not give such guarantees, enabling the students to combine two or even three courses. While some trainers defend the purity of linguistic studies, others perceive language education completely different:

We should give up the idea of such a lordly education as it is now. Because for me this education is a bit lordly: We—great English teachers, we—great German teachers; it is below us to do this or that... No! It should be the ambition of **all** forces connected with education to equip all graduates with a foreign language at the highest possible level. As they do in Switzerland or other European countries where every graduate knows 3-4 languages. In this country, let it be one foreign language but fluently. We all know what we are going to face once we enter the European Union. A young person will be a cripple if not able to speak at least one foreign language. I know it from my own experience, I was deprived of good language education and I know how much I have lost in the world of academe because of that... And I am very happy that you, who have originated from this exclusive enclave of English Philology in Poland, that you understand this problem. (EY teacher trainer)

As we can see, the notion of elitism in FL education is very powerful among the trainers and it is no wonder that the FL graduates educated in this ethos also regard themselves as special. We could also see this problem among the teachers. But why is it thus?

One of the possible answers comes from the way FL specialists perceive somebody who specialises in pedagogy:

We all **know** what they do in pedagogy, don't we? They are still living in the 60s. Okoń, Kupisiewicz and younger Suchodolski. They have done nothing to reform their courses for the last 30 years. (FL teacher trainer)

Cooperation? But if we open our doors to our pedagogues I can easily envisage what will happen. They will bring into our courses 250 definitions according to X. (...) Instead of philology we will have some unproductive pedagogy. (FL teacher trainer)

And vice versa:

I think that some FL institutes have done very little to adjust in the spirit of reform. They are still teaching according to three Ps [presentation, practice and performance] because that's how their trainers have taught them. As I see, there's very little innovation in FL educational studies. (EY teacher trainer)

I don't want to point a finger at anybody from FL Philology but we all know the amount of pedagogy that they have. They don't know the higher education didactics at all, the area in which we do the whole postgraduate course. (...) And then it is no wonder that cross-curricular, block-

scheduling and immersion, concentric and spiral teaching ... whatever, is for them '*все равно*'⁹⁵ and when we offer a different course with different objectives in mind, they immediately panic, 'Jesus, there will be a second philology' Nothing like that. We tell them and they still don't get the basic idea. (EY teacher trainer)

Hence, as we can see there is distrust on both sides, possibly based on some old stereotypes. As one of the trainers has observed:

I do not know why all these departments and divisions and institutes and the like are so hermetic. Why the tendency to keep apart and separate is so strong. It is here in this School and in other places, too. There is no sincere flow and exchange of ideas, encouragement to do something together. I don't understand it. I wish it was different. Why is it like that? I do not know. Differences in status? Some historical traces? Maybe just personality of people involved that do not wish to mingle with others. (EY teacher trainer)

Indeed, the higher prestige of FL Philology departments is rooted in history. In the past, studying English, French or other non-Slavonic language studies was regarded as the 'window to the West' and FL departments as the enclaves of free academic thinking. Also, because of the restrictions on quotas, very few students and academic staff were able to gain access to it and, colloquially speaking, 'peep through this window'. Now restrictions on the number students admitted do not come from political forces, but from legislation and constraints at HEIs such as finances and resources. Thus, the aura of elitism comes from a huge demand for FL courses, which makes competitive entrance examinations and academically highly demanding courses possible.

A dislike of cooperation may also come from the fact that pedagogical departments still carry the stigma of communist. As I have discussed in chapter 1.1.4, pedagogical departments within universities have often been used as a place to make sure that ideologically right message is sown into the minds of the teachers.

In Poland, for the first half of the century, the authoritarian centres of teacher education were under the political pressure of the Communist Party. They were in isolation from the influences of democratic countries and they were specifically designed for the needs of the communist system. Teachers developed practice and methodology to fit the system. Since they were not exposed to other models of education teachers, many of whom were not politically motivated, did not even know they were helping to propagate the policies of the communist party.

Kulerski, 1998:10@

Higher pedagogical schools were set up precisely to bypass resistance within universities, which refused to produce politically correct teachers. This is how hostility to HPSs and

⁹⁵ From Russian *все равно* (everything the same, equal); NB. It is an interesting linguistic feature how often the trainers regardless of their specialisation used macaronic language, i.e. a mixture containing Polish and foreign words or foreign words with Polish endings.

their graduates started and contributed to the general low prestige of teaching as profession. As Stomma (1998:82) describes:

The symbol of a societal attitude towards the teaching profession was (is?) mirrored by traditional division of university faculties and courses into 'theoretical' and 'pedagogical'. Those who had not managed to enter theoretical courses ended up among 'teachers', a group generally looked down by the non-pedagogical elite. Higher Pedagogical Schools bore the pejorative name of 'dumps'⁹⁶—with an inner meaning of being rubbish. Because after all becoming a teacher was regarded as a last resort; the extremity which you only accepted having no other opportunities. A Polish curse 'May you teach other people's children' has gained a real dimension.

Therefore, what may actually lie in the heart of reluctance towards interdepartmental cooperation is diverse historical heritage of two departments.

Coming back to the statement made by the EY teacher trainer, which was quoted on the previous page, there is this idea of splitting FL Philology course into various specialisations, and also separating pure philological studies from other courses in which FL component would serve other than philological purpose. For example English/Education, English/Business, French/Politics, Management Studies with English, German, French, etc. This idea seems to be like a boomerang, so often it keeps coming back on various occasions⁹⁷, but so far not much has been done to put this suggestion into practice. Some of the FL trainers also see these changes coming:

For me all these double specialisation courses are ... I think they are a sort of our 'bow' towards the EU. The fact if we have the tradition of such courses, if they are going to be accepted, not even if there are economic reasons for them, all this is of secondary importance. I think it is a political bow towards Europe, because courses like these are there. (...) We are unfortunate because now we are experiencing a transient state. I think it will continue for 5 more years when we will not know in which direction all these should go. (...) But looking at our candidates now I think that those who opt for English only are in a way a lost generation. They may graduate and discover that it is not sufficient, that the job they will get is not so attractive, that they need something more. That's why they should do two things at the same time. And I think that at some universities there should be studies that train linguists, foreign language literary critiques... and let them worry what to do with such a diploma. The rest, though, should read for joint degrees. I am all for it. (...) But the Ministry has to finally give their OK to that, if it does not the chancellor or the dean will keep repeating: 'my dear, I am all for it, but you see that I cannot do it despite autonomy and that like, because there is not such a degree on the list, so how can I permit to run such a course?' (...) And yes, I think that we are behind the others [other HEI] as compared to what they have done so far. We are often afraid to make this first step and give a joint diploma as an incentive and see what happens next. (FL teacher trainer)

⁹⁶ In Polish the abbreviation for the Higher Pedagogical School is WSP, which corresponds to the first letters of *wysypisko*, meaning a 'garbage dump'.

⁹⁷ For example, the Symposium on the *Future of FL Teacher Training* organised by the Modern Language Association of Poland, (Poznań, 5 December 1997), the *Dual Subject Teacher Training* (Tempus DUET Conference, Cracow 17-18 April 1999), see also Grucza, 1979, 1993.

As we can see the trainers support the headteachers' and teachers' opinions that the organisation of HE in Poland is strict and does not permit for much modification. Obviously, there are various reasons for that, but the academics mostly point to the lack of appropriate legislation.

And yet, as I would argue below, the departments do differ in the condition they are in, and thus, some of them may not feel a real pressure to change.

Impetus for change

The data is abundant with examples that the departments studied despite recognising the need for change are not equally interested in participating in innovation, including FLTYL training. The reason for this lies in a dramatically different situation of the departments. English and German departments have to struggle with a surfeit of interest in the courses offered rather than its paucity, so they may ask themselves, Why change? Why bother to offer anything new if what is now is such a great demand? Of course, I am not implying that FL trainers do not work to make their courses better as they are now. What I am suggesting is that they do not feel an instant urge to experiment and innovate, and especially, to fight to get new things through. As one of them has indicated:

It must come from above. The Ministry has to design a new programme and state definitely that it [FLTYL training] has to be like this or that. It [MoNE] has to allow us to do this. (FL teacher trainer)

But as is also evident from the previous section, it is difficult to reach a solution when all parties involved are waiting for the other to make the first move. While HEIs have been waiting for the signal from above, both the Ministry and the CCHE have been doing the same. Higher education institutions, though having to comply with legal boundaries, are autonomous and it up to them to put forward new suggestions, which the CCHE and MoNE have the responsibility to oversee into and either approve or reject.

And yet even though constrained by the same legal regulations, the attitude of the other two departments is somewhat different, and generally speaking, they seem more forward looking. The Institute of Russian⁹⁸, has already made a big step to take part in two new initiatives because:

⁹⁸ At the time of the project this division was called the Institute of Russian and English studies. Then, a separate Department of English was founded and the remaining part constituted the Institute of Russian and Applied Linguistics. I will continue using the name 'Institute of Russian' for the sake of brevity.

We have undertaken the risk to accept this offer [new integrated EY with FL], because we have to. We cannot sit on our hands, especially when our philological studies seem to be so adamant. They are... and we feel it. And so we are trying to change some things. The first attempt was to set up the Applied Linguistics course, to join two philologies. (...) And all beginnings are difficult. We still, after four years are not sure of many things, what it will be like in the future. The experience comes with time. It turns out in the meantime that some things do not work and need correcting. And I believe that here in this new project it will be the same. But we have to innovate, at least to try. (FL teacher trainer)

It seems that market forces govern more the Institute of Russian and the EY Department, than is the case for English and German departments. They cannot afford to wait for a ministerial circular that would let them experiment and innovate. If they want to survive as departments they have to be much quicker.

This is the reality of present socio-economic situation that is a driving force to constantly look for new options, new ways. The drop in the birth rate, as you mentioned is only one of them. But look at the changes that the reform has brought. The new elementary school has six instead of eight levels, lower number of classes mean smaller number of hours for teachers. The teachers have to have multiple competencies in order to survive, especially in rural areas where you will have one bigger school replacing current three ones. (...) And what am I to say these teachers that I cannot? No, I have to come up with some solution and make the Ministry to respond to that. (EY teacher trainer)

Two stances are common: one is characterised by 'waiting for changes to come from above' and the second by 'let's take our fate in our own hands'. Potentially the reason may be that nobody has much faith that the 'people above' will care what is going to happen to some teachers and teacher trainers who may face unemployment. Changes in market dynamics has affected so many sectors in Poland that the fate of, a handful of Russian academics, for example, does not bear much significance. However, according to the data, being a forerunner and innovator also has a price:

The pioneer gets punched on his head! According to the principle: 'Jesus! What is it now !' or 'Don't you have anything better to do with your time?' Yes, I have, but I also have to do something because I see needs of young people. I talk to them so often, my research is also oriented at their needs. And I also know what is going at the market place. (...) And you know that initiatives like ours are not some sort of a 'back door' at all. Because the demand at the market is enormous and education is a commodity, isn't it? And so far, [FL] graduates have been swallowed by a black hole: they either emigrate or choose other than teaching careers. (...) So don't kid ourselves: nobody is playing the dirty on anybody, nobody is trying to trip anybody up. (EY teacher trainer)

The vicious circle has closed: the FL specialists due to other commitments are not particularly motivated to embark on new projects. The troubled area is that if specialists, and FL Philology staff specialising in FL teaching, are excluded (since they often wish so), the immediate reaction is the one of infringing authority and trespassing into other's jurisdiction.

As Fullan (1991) suggests, the change in education comprises four phases: initiation, implementation, continuation and outcome. In order for the initiation to take place, all

internal stakeholders must perceive the need for change. But what if such a need is only felt by some stakeholders. In the case of FLTYL training, headteachers, teachers, student-teachers and staff involved in EY teacher training see the need, while the others do not. Will and should the change be implemented in spite of protests from another very important group of stakeholders? And again in order for the change to be successful it must be bedded into the system. Will the bedding occur, if we cannot reach agreement that double-specialisation courses are possible in the first place? Can we sacrifice some linguistic competence in favour of competence in a different field, let it be teaching young children, politics or engineering?

The last informant makes the case for FLTYL training (and also other double-specialisation courses in which FL plays other, than purely philological, role), in that the prospective clients are far from being satisfied under current provision so the two things we can do is either wait till some mysterious ‘people above’ will come up with some solutions or we may try to do something ourselves. The critique of trespassing into somebody’s territory could be transformed into shared responsibility for the final product. When parties have shared ownership in the course design, organisation and running then responsibilities will also be shared.

There is one final point related to the impetus of change. After two years of unsuccessful efforts to unify the four HEIs in the city—the HPS, the Academy of Technology and Agriculture, the Medical Academy and the Music Academy—and form one of the biggest universities in Poland, the idea was finally abandoned. The HPS decided to go on its own and applied for the upgrading to the academy status, the process that was in the full spin when the interviews took place. Yet since there are no explicit comments about this fact in the data, is not clear how much the School’s ambitions influenced my informants opinions. It may be so that some trainers, especially those who do not held administrative positions within their departments (e.g. the methodology teachers), are the least concerned since they have not perceived the change in the School name as directly affecting their work conditions. The higher ranked staff might be indeed influenced, yet their perception differed on what constitutes being a university. Some FL trainers defended the purity and separateness of FL Philology precisely because this is the university model of FL study. Other trainers might think that the key feature of a university is a wish to innovate and challenge existing dogmas how the things should be done. For some others, as we will see in the next section, what lies in the heart of a university is its ‘universality’. For them the

division into faculties, departments, and fields of study is conventional, while knowledge has a universal scope and range, and often crosses disciplinary boundaries. Consequently, the opinions about a new FLTYL training course might indeed differ depending on the informants' perception whether a new course will have a positive or negative impact on the Schools' attempt to become an academy or university.

Staffing for FLTYL training

The third problem area in relation to FLTYL training organisation is defining a trainer of FL teachers of young learners. Almost all interviewees have often indicated that there are no qualified trainers whose specialisation is in early FL teaching and who would be able to design and run specific classes. Yet in a middle-size HEIs, such as the HPS of Bydgoszcz, with over seventy academic teachers specialising in FLs and more than that in EY education, an adequate number of staff able to run FLTYL training course are not identified. The main problem is that within the Polish academic tradition where teacher training is incorporated within a general course structure, there is not such a person as a **teacher trainer**. The courses comprise different classes, which are run by academic teachers with different specialisations and in a course like FL Philology there are only a handful of people, such as teachers of didactics and pedagogy, whose specialisation is directly connected with teacher preparation. Others would probably call themselves linguists, historians, or experts in literature, phonology, etc., and their research interest very rarely have any direct relevance to FL teaching and learning. The situation is slightly different in the Department of Pedagogy in which by name everybody specialises in education.

Interestingly, this situation in which there is a distance between pedagogical and non-pedagogical departments and their staff is by no means unique to Poland, where it is to some extent justified historically. Grenfell (1998:174) describes an analogous situation in the UK:

Education departments themselves are in an ambiguous position within their higher education institutions. The vocational training they provide is sometimes seen as not central to the business of academic establishments at all, which are still attached to ideals of scholarship and learning. There is then a divide between education departments and the rest of the academic institution. And within education departments there is a divide between subject specialists charged with delivering courses in pedagogy and researchers within so-called 'foundation subjects', who, in many cases, see themselves as first and foremost sociologists, psychologists, philosophers and the like.

In addition in Poland, even if a scholar pursued studies with some practical orientation (e.g. improving teaching practice), his/her specialisation is frequently quite narrow, which

again makes communication and cooperation between academics very difficult. Such an approach seems to be in sharp contrast with the current postmodernist reality, in which scholars often have across the disciplinary boundaries (Richardson, 1994).

Everybody specialises only in 'a left leg or a right one' and he dwells upon it 10 meters deep. And I am, on the other hand, accused of being an 'all-aroundist'⁹⁹ and interdisciplinary. But I think that at the end of this century and at the beginning of the new one it's high time to go in for true Humanism. And I think that pedagogy became independent from philosophy at the end of 19th century no to keep splitting into 30 various sub-disciplines throughout the 20th century. We should think holistically and wide. Because if you don't know psycholinguistics you cannot teach a language well, if you don't know pedagogy, you will have problems in finding your way around subject didactics, and so on. (EY teacher trainer)

Therefore, undertaking interdisciplinary studies may be considered the wrong thing or at least as some interview data suggests, some interdisciplinary research may be 'wrong'. I have already pointed to the problems of mistrust between philological and pedagogical departments and the problem of division of powers of 'who does what' and of 'who is qualified to do what'. It seems that the area of pedagogical studies within the FL domain is also jealously guarded by philologists. And thus, a researcher whose origin is not philological and through his/her research interests attempts to break the disciplinary divisions may be again seen as 'trespassing':

Whenever I attend a conference, people often walk round me as if I were an oddity. (...) At the beginning it's always 'Ah, a pedagogue!' (...) With time, after my presentation some of them change their minds and there is a queue to shake hands, exchange cards, offers to do research together. They are no longer blindfolded and they see that things can be done differently, interdisciplinary. With research like mine I am a black sheep among other pedagogues, for linguists I am only a pedagogue, teachers of FL teaching methodology I am ... a worse kind of something. (EY teacher trainer)

These experiences pose a real problem in FLTYL training because, as this study has often indicated, early FL teaching frequently crosses the boundaries of either-or discipline. Moreover, the 'pigeonholing' of academics on the basis of the initial diploma they have received undermines the very idea of what a *university* should be about: as its Medieval Latin ancestor *ūniversus* so should the modern university denote 'the whole of, entire' and 'regarded as a whole, regarded as a group'¹⁰⁰. Of course, we may claim that this is incidental and personal, but the teachers interviews have also reflected the problem of being 'neither fish nor fowl' (4.3.2.5) and the difficulty of associating with neither FL nor EY teacher group.

⁹⁹ In Polish *wszystkoistka* (neologism), a person who attempts to do anything or specialise in everything.

¹⁰⁰ *The American Heritage Dictionary on CD-ROM* (3rd ed.). 1994. s.v. 'university'.

One could argue that in many academic courses in Poland, knowledge is shredded into tiny, highly specialist pieces and students are required to make sense of this jigsaw themselves. The minimum programmes (see Figure 4-39 and Figure A-3 in Appendix A) especially for the Pedagogy course are living examples of such an approach. Integration and a holistic approach to knowledge is supported as a principle but rarely seen in the practice of HEIs. As another trainer noticed:

Because what dominates in the way of thinking of philologists reflects the way of thinking in the whole system: this excessive partitioning of knowledge that a student-teacher is supposed to acquire. (...) In Germany, for example, they have blocks of subjects with content derived from various disciplines. (...) They have abandoned the idea of separate micro-subjects, micro-specialisations long time ago. For a theoretician all these distinctions and divisions are maybe useful, for practitioner they are meaningless. They need an overview of the whole not a semi-analysis of separate parts. And the more you split and divide, the more difficult it is for a student to merge all these parts into some coherent whole. So as you see it is a very complex problem. (EY teacher trainer)

Moreover, in 1970s when the current model of the philology course was shaped, Komorowska (1974) observed that there was no real tradition of pedagogical studies. The number of studies undertaken within educational studies was a great deal lower than in linguistics, literature, culture or history. Unfortunately, 30 years later it is still the case, the only difference being that language pedagogy has been able to ‘gain its status in the field of linguistics, but not in the field of educational studies’ (Komorowska, 1991: 503). It seems that FL methodology specialists in Poland rarely undertake research that merges problems related to language teaching and applied linguistics with such disciplines as psychology, sociology or pedagogy. Thus, academic teachers interested in tackling such an interdisciplinary problem as FL, EY education and teacher training are very few. When there is a need to develop something so specific as a new teacher training programme most of teachers say:

The initiative should start form teachers of didactics. They know the school. They know the principles of curriculum design. They know what good teaching is about, especially if you are suggesting cross-curricular teaching. (FL teacher trainer)

Everything should start from methodology teachers from both sides. They make us aware how it should be done in the best way. They should work out entry and leaving competencies of students and design the curriculum accordingly. (EY teacher trainer)

Of course for the sake of logistics the original course design may be initiated by a small group of academic teachers who are primarily involved in teacher training. It sounds reasonable since they have necessary expertise in principles of course design. Yet, some of them objected to being, as one of the has put it, ‘*appointed volunteers*’:

Ha. Ha. I know perfectly why they are saying so. Sure they do... First they wash their hands off all the work **and** responsibility. If something doesn't work, they will have a scapegoat. And how can you maintain that we are **specialists** in early FL teaching?! Nobody is. I am not. Are you? No, you will not fool me that when you have your class in ELT you teach your students how to teach kids, do you? No, I am by no means a specialist or an expert in that. (FL teacher trainer)

Relying entirely on a narrow group of 'experts' has drawbacks. It is of course possible for them to design a sound curriculum and allocation of hours for specific subjects, which will comply with both the ministerial guidelines and will meet student needs. Yet, for obvious reasons these plans will have to be fairly general. It may happen that academic teachers, who are after all autonomous, will not necessarily follow their colleagues plans but design their classes as they wish.

Indeed, all methodology teachers interviewed who, as suggested by their colleagues, should be primarily responsible for a FLTYL training course design, almost all agreed that they themselves do not feel experts in early FL teaching. Hence, they can only undertake designing a FLTYL course on condition that others will collaborate. Even so, they were not very optimistic if the content of such a course, with necessary reductions and modifications as compared what constitutes traditional FL or EY courses, will be subsequently put into practice.

It also appears that apart from the problems mentioned above there are other reasons why the staff may not be willing to participate in a new course design:

It should be like that: There is an idea of such new course [FLTYL training] at the School and we make all four institutes to work on that. They appoint two-three people whose expertise may be useful. And I go to a doctor of mine and tell him to go and what will he tell me? 'OK. I will go but you'll write my *habilitacja*¹⁰¹ instead. (...) So either or. In order to have good academic staff that is able to teach well, you need to train them first. Who will do it if everybody is busy doing yet another degree? So either we will 'stabilise' all doctors, I mean that will not be obliged to do further degrees but instead will do something the area of higher education didactics. It's as simple as that. But the chancellor wants to have professors only, because then the School prestige increases and he will have more money. (...) Now, under this system, it is even impossible to form a research team, because everybody is working on his own doctorate or *habilitacja*; these are narrow topics and completely different type of work. (...) We should have people that specialise in higher education pedagogy, researching best methods, designing textbooks, curricula. There should be a parallel way of promotion within a university, not only through obtaining higher academic degrees. For example, let a person who would be involved in designing new courses, new curricula, resources, etc. and give him a title of the Professor of Education or in Didactics. (...) I am not sure if such a person would not give English or German Studies in Poland something more constructive than a person who would analyse Beowulf or Shakespeare one more time. (FL teacher trainer)

Let me explain the last quotation more. As I illustrated in Chapter 1 (Figure 1-4) there are three academic degrees in Poland: doctoral, post-doctoral and professor's degree and there

¹⁰¹ A post-doctoral degree in Poland, see explanation in section 1.1.3.

are set time limits for obtaining each of them. Thus it is no wonder that present legislation is seen as a barrier to change within higher education system. If an academics are evaluated by a yardstick of how fast they can get subsequent degrees, we can easily understand why they are not eager to participate in initiatives designed at the improvement of HE didactics. These activities are often regarded by them as arduous and time-consuming but adding nothing to their academic careers. Similarly, it is in the best interest of HEIs to possess as many so called independent academic staff (i.e. those with the post-doctoral degree (*doktor habilitowany*) and above) since this is the primary criterion of their evaluation, while the quality of teaching seems to be of secondary importance.

In his much debated article entitled 'Eastern Europe: progress stifled by the old guard', Wójcik explains this situation as follows:

Western scientists rarely understand how science works in the east. In Poland it is hierarchical, immobile, hermetic and gerontocratic. Recognition comes from having a professorship, and the postdoctorate qualification called *habilitation*, not from publications in internationally recognized journals with high impact factors. A scientific career after PhD and *habilitation* depends on personal and political connections. (...) Once they have been promoted, the professors are no longer required to do any real research. Their titles are bestowed for life, and a head of department keeps that position until retirement. Professors usually work in the university where they completed their undergraduate, graduate and PhD studies, where everybody knows everybody else. Outsiders are rare and nepotism is common. Entire generations gain professorships because they are relatives or favourites of previous professors. Most research money is distributed by arbitrary administrative decisions, not as peer-reviewed grants. Polish universities are ruled by democratic elections, but the scientific establishment is not interested in change. Some professors are creating the illusion of reform under the auspices of the president of Poland — but it is difficult to expect them to undermine their own existence.

Wójcik, 2004:196

Mizerek confirms the situation portrayed by both my interviewees and Wójcik¹⁰² by saying that 'when it comes to academic teachers, their professional success in the field didactics is valued much lower than their achievements in research' (Mizerek, 1999: 131).

The idea that academic staff in Poland perceive themselves primarily as researchers, and only secondarily as teachers, was further developed by another interviewee:

Here [in Poland] I have to write a PhD (...), the work that will be read by myself, a supervisor, two examiners, and a couple of hobbyists. I will get a Ministry's award and I will be great. It is totally opposite of what is in America where everybody first asks, 'What's the use of it?' I am afraid that the universities in Poland have taken over the role of the Academy of Sciences, they exist for research only and not to provide any education to students. Therefore, no matter if you are an

¹⁰² Discrepancies whether the post-doctoral qualification (*habilitacja*) should be dropped or not seem to be a 'bone of contention' that hinders work on a long-awaited new Act on Higher Education in Poland. At the moment three drafts of the bill are under consideration, and each regulates the issue differently. See a recent '*habilitacja-or-not*' debate in Kapuściński (2004), Wójcik (2004), Wójcik and Wiczorek (2004), Żylicz (2004).

excellent teacher or a lousy one, as long as you do your PhD and *habilitacja* on time everything will be fine. (FL teacher trainer)

According to Pachociński (1994), it is a pity that the academics themselves are often not able to put into practice some of their own research implications, especially those related to good teaching practice and planning. Since the contracts of academic staff always include both didactic and research activities it is somehow taken for granted that a specialist in a specific academic field is **also** a good teacher him/herself (Pachociński, 1994; Kwiatkowska and Lewowicki, 1995). The anomaly of this is reflected in the teachers' opinions in section 4.4.1.3. And thus students are exposed to the well-known message, repeated by Mizerek (1999:132):

Do as I tell you to do and not as I do.

If we follow Woodward's (1996) definition that a teacher trainer is anybody who has a training impact on a teacher, we will easily see how dangerous such an approach as the one described above might be. It is almost a cliché to say that 'Teachers teach as they were taught, not as they were taught to teach' (Altmann, 1983:197 cited in Zawadzka, 1998: 12). According to this view, teachers trained by poor trainers, even though teaching literature, pedagogy or PE classes and not FL didactics, will produce poor teachers.

Therefore, in the light of the arguments above it is not surprising that quite a few of academic teachers, although they hold high administrative positions within departments are not well-informed about school needs in this aspect or even about the recent changes introduced by the reforms, and consequently were unable to answer my question about the shape of future FLTYL training.

To conclude briefly, the discussion in this section has highlighted the main problem areas related to FLTYL training. The first one is the problem of whose responsibility it is to organise such provision and whether for some reasons one of the parties would not be interested in taking part, the others may do it on their own. Since the answers to these questions are not unanimous and the potential organisers do not perceive the advantages of a new course equally, it seems that cooperation between them may prove problematic, too. There seems to be some sort of barrier and distrust between the academics who so far have had few opportunities to work together. For the same reason I do not think that anybody has ever considered launching double-specialisation in which FL and content courses from the two disciplines are integrated, for example via sheltered or adjunct instruction. Certainly it would require intensive staff training and close teamwork, which in the current

state of affairs seem very unrealistic. Yet since every academic teacher is required to take a foreign language examination as part of the doctorate and *habilitacja* degree procedures, I believe that at least in some cases, provided there is a great deal of good will on both sides, such courses would be possible.

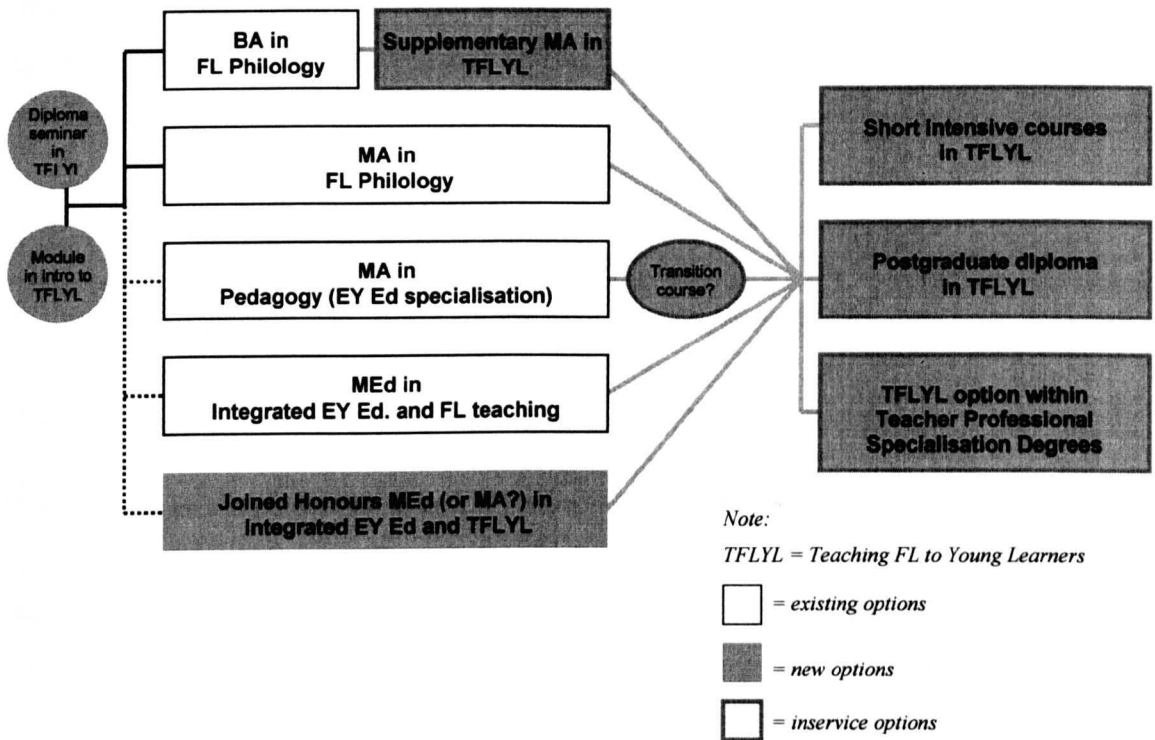
On the positive side, despite foreseeing tremendous difficulties the academic staff could nevertheless see some possible solutions how FL teachers of young learners can be educated. These suggestions are presented in the subsequent section.

4.3.2.4. *FLTYL training—options, prerequisites and entitlements*

Despite the fundamental problem of staff cooperation in organising and running FLTYL training, the problem that may preclude any initiative, the academic staff interviewed have offered some solutions how the present impasse may be overcome. Depending to a large extent on their view whether cooperation with other departments is advisable they have suggested two options. The first one recommends some adjustments to be made within the current system keeping FL and EY teachers training separate. The second believes that the trainers might put forward ideas for how a new offering might be organised, believing that no ‘revamp’ would be adequate and some deeper changes would have to be made.

While analysing the suggested options I have tried to bear in mind present recommendations in teacher training (Ochmański, 1995), which emphasise life-long education of teachers and diverse and flexible routes to the profession. Consequently I have developed a model illustrated in Figure 4-41, which is a conglomerate of suggestions offered by all interview participants. The model takes into consideration both changes within the current provision and some new offerings. My primary belief in constructing this model was that both old and new courses may coexist side by side and provide flexible ways of moving from one option to another and avoiding any ‘dead-ends’. The discussion that follows offers description of each of the model elements and subsequently moves to a more pertinent problem of prerequisites in each offering and entitlements that a graduate will obtain. Since the courses’ content and logistics are wider problems, they will be discussed separately in the next sections, 4.4.2.5 and 4.4.2.6 respectively.

Figure 4-41 FLTYL training options—teacher-trainers perspective



FLTYL training model description

The most popular option among FL specialists has been to add content related to early FL teaching to present FL Philology course both at bachelor's and master's level. This could be done either in a form of a separate course, i.e. Introduction to FL teaching to Young Learners (TFLYL)¹⁰³ or as content spread among current courses such as FL teaching didactics course, pedagogy or psychology. Though not very popular, it has also been suggested that FLTYL specialisation may simply constitute BA/MA diploma seminars, provided there is a specialist in this discipline. Yet, the trainers when asked about such an option, have generally agreed that a diploma seminar is not a place for providing new content of such a breadth and scope, and besides it has different objectives to serve. Rather, students who have taken a module in early FL teaching may deepen their knowledge through such a seminar and writing their dissertation. I have suggested making these two options (i.e. TFLYL and diploma seminar) available to EY Education students, especially those enrolled to the newly launched course in Integrated EY Education and FL Teaching.

¹⁰³ In fact since FL Philologies courses are separate for each language, this course will be named *Teaching English as a Foreign Language to Young Learners*, *Jungen Lernern und Lerneirinnen Deutsch als Fremdsprache unterrichten*, *Enseigner le français comme langue étrangère à des apprenants jeunes*, etc.

However, the common problem here has been whether it is possible to add the TFLYL content to an already loaded programme and primarily, whether students' FL proficiency will be sufficient. It has been commonly suggested that students might be given a choice between Polish and English versions of two modules. Yet, this offer has usually gave rise to many doubts, like:

Don't you think that specialisation, as the name suggests, is a smaller, more specialised part of something bigger? Though you may argue that teaching foreign languages to children is a part of a broader discipline within FL teaching didactics and FL Philology, you cannot tell it about EY education. And now the language problem. If you expect them to be able to teach, don't you think they should be able to follow their professional training and write their dissertation in English, too? (FL teacher trainer)

I will come back to this issue in the following two sub-sections.

Moreover, within the same type of specialisation, provision should be made to offer a supplementary MA course in TFLYL (a 2 year-long course for BA course graduates). Some of the informants have not thought it possible to offer this course to graduates of BA course in EY Education, even though there is considerable student interest in this option (see Figure 4-33, p. 275). One reason for this is that BA courses in EY Education are gradually fading since they do not guarantee quality teaching. Besides at present there is a surplus of EY teachers and the BA degree does not seem to be sufficient to secure a job.

The most important reason put forward against this option has been that the supplementary MA course typically follows the same thread, for example MA in FL Philology follows the same type of BA course (i.e. BA in English Philology), and not BA in Applied Linguistics, for example. Alternatively, a supplementary MA is a narrow specialisation offered after a more generic course, e.g. supplementary MA in Business follows BA in Economics or MA in Political studies after BA in Public Administration. Consequently, some informants expressed doubts whether TFLYL could be regarded as an extension of EY Education course. It would be possible only on condition that EY education students are given intensive instruction in an FL throughout their course and they become fairly proficient in it. Only then can they continue their studies via a supplementary course in TFLYL as part of their MA degree.

Another suggestion was to adjust the curriculum of a newly launched course in MEd in Integrated EY Education and FL and add to it additional modules in TFLYL. A definite advantage of this option is that it would give certification of teachers in FL from pre-school to grade 6 in addition to EY education. This would be similar to what is offered in

some American states who provide K-8 certification of language teachers (see Lipton, 1996). The problem is however that this curriculum is already loaded and it may be very difficult to change, with some serious re-thinking of core components. For example, I think that some classes such as logic, cultural anthropology, sports, or even additional FL (see Table A-1 in Appendix A) could be sacrificed in favour of components directly relevant to FLTYLs. Also, some pedagogical subjects such as Pedagogy of Teaching Adults or Occupational Pedagogy might be dropped since in my opinion they have little use for a teacher who will work with children aged 6-13.

Most of the trainers, however, opted for a postgraduate diploma course in TFLYL. Postgraduate diploma courses in Poland operate within a slightly different system than BA and MA courses. Since their organisation is not so rigorously regulated by legislation, they differ in length, courses provided, and examination system, and consequently in the diploma's worth in the market. Some postgraduate diplomas are offered only to candidates holding an MA degree, some also are open to BA course graduates. Because a postgraduate course indeed offers a great deal of flexibility, a lot of my interviewees see it as a chance for FLTYL training, especially those currently in service, to obtain further qualifications. However, the informants differed about organisational details of such a course. Namely, should the FL proficiency of candidates (especially those with non-philological diplomas) be tested prior the course? Many informants opted for a transition course with a heavy emphasis on building FL skills comparable to those obtained by an BA course graduate in FL Philology. Still, in order for any exceptions to be made, the Ministry has to give its permission, which seems very unlikely since the new minimum programme for Pedagogy was published only in July 2000 and will possibly be binding for a long time before any changes are made.

One very interesting proposal is to offer a postgraduate diploma course as a modular course. All modules might be offered twice or three times a year or in a more intensive form, as a summer school. Consequently, a teacher may decide to take all modules as a diploma course, separate modules or even separate courses constituting a given module (short, intensive courses in TFLYL), e.g. testing, course design, developing simultaneous literacy in L1 and L2. Consequently, a teacher may obtain a postgraduate diploma full-time, i.e. taking all modules in a given sequence and in a given time (2-3 semesters, depending on the agreed postgraduate course length). Others will be able to design their own course and decide about both the number and sequence of modules taken in a given

time. Not restricted by time, such teachers would eventually collect all necessary credits and obtain a postgraduate diploma in TFLYL. In the meantime, they will be given certificates of attendance or completion of separate modules, which is very important as far as sustaining the motivation of these teachers is concerned. Also, in the case of withdrawals they will not be left empty-handed¹⁰⁴.

Obtaining such a diploma or attending a certain number of TFLYL courses may also constitute partial fulfilment of the requirement for upgrading the Teacher's Professional Specialisation Degree (TPSD) in TFLYL. Such an option is particularly advisable since it is necessary for a candidate to a given TPSD to write a dissertation based on one's teaching experience, submit a portfolio of lesson plans and have a certain number of lessons' evaluated. Thus, cooperation between staff involved in running FLTYL training and TPSD examiners may be fruitful.

And finally, many trainers are in favour of gradual transformation of the new Integrated EY Education course with FL teaching into a slightly different offering: Joint Honours MEd (or MA) course in Integrated EY Education and TFLYL.

I think what we should aim at is to have all Early Years teachers qualified also to teach a foreign language. In the same way as now they are required to be able to play at least one musical instrument, draw and have other artistic skills, in addition to a competence in the mainstream curriculum, they should also be proficient in a foreign language and be able to teach it. (EY teacher trainer)

In this course the graduates would qualify as classteachers in classes 1-3 (and in kindergartens provided they take additional classes) and teachers of an FL to younger learners. They will be able to incorporate an FL teaching into the mainstream EY curriculum. This offering is particularly favoured by these trainers who regard FL education of young children as inseparable from the rest of their education. Yet, for the majority of the interviewees such an option is perceived as a future. For one thing it requires an intake of students who are proficient in an FL, but also it imposes very high requirements in terms staff cooperation or even intensive staff training provision before such integrated EY and FL course can be offered. In my opinion, such fine-tuning of the staff may come from involvement for a couple of years in other offerings, such as these discussed above, when there is not much interplay between the two courses.

¹⁰⁴ Under the current system even when a student quits a course in their final year s/he gets nothing to confirm obtaining partial qualifications. The student record book though provides an account of all courses and exams taken is a form of certification.

As we can see, the interviews have provided a wide spectrum of possibilities about how FLTYLs can be trained. However, there are also many preconditions and possible constraints in all of them with regard to entry requirements, process decisions and final certifications.

Entry requirements

The interviewed trainers did not share the same opinions on the characteristics of teacher-students entering the training. These particularly includes such factors as levels of FL competence, competence in skills usually required from EY teachers (artistic skills, high proficiency in Polish with a special regard to flawless pronunciation), and their motives for entry. I believe that these characteristics will set fundamental limits to design, especially in the options in which teachers are to obtain double certification in EY Education and FL teaching.

First, it is commonly believed that training in TFLYL, be it an additional module within FL Philology or other form of studies, should be available only for students who wish to qualify as FLTYL. By no means should it be incorporated blindly into the traditional EFL methodology course or its equivalent in other philologies. As indicated by one interviewee:

Teaching children is very specific. The most important factor is the personality of a teacher, if she or he wants to undertake such work, if she or he likes it. What is vital is personality, interest, and some sort of talent, aptitude and skill for this work. And also inclination towards this type of work because not every teacher wants to work at this level, quite a few prefer older and more advanced learners. (FL teacher trainer)

It is commonly agreed that a pre-course interview should include some questions that would ‘*check*’, ‘*make sure*’ or confirm that clients of prospective course ‘*have a genuine interest in teaching children*’ because a lot of trainers have often seen the introduction of new courses as a backdoor entry to the profession of FL teaching. This confirms what the teachers have said (section 4.2.4.4.) about having the ‘*persona for young learners*’. And yet, I would rather agree that:

This is really ridiculous! I don’t think any of our students who wish to work in the industry would choose our [FL Philology] course if he or she had any other choice, for example a dual-subject course. In the same way I believe that if students have different options, nobody will enrol to a course in Early Years and FL unless she or he wants to first of all be a **teacher** and secondly, wants to teach little children. A backdoor entry? If an offer does not match demand, then you create a backdoor opportunity, all these pseudo-courses, fast-tracks, language exams that entitle you to teach, God knows what else. (FL teacher trainer)

This statement grasps the crux of the matter: instead of imposing entry barriers on future students, the course should be designed in such a way that it is so specific that it only

applies to candidates who really wish to obtain certain qualifications. Yet, obviously some sort of 'predisposition test' may be included in an entrance examinations; such as for example a role play or problem solving task that would measure psycho-pedagogical aptitude for teaching. Such a test may help select the best students especially if there are more candidates than places available in the course.

It is also unclear if candidates should be required to possess artistic skills at a certain level. So far, EY education students were required to take an entrance test measuring their musicality and artistic skills in order to make sure that they will manage undertake further training required, e.g. workshops during which they develop their skills to play the piano or flute. Yet, as the present study has shown, there is little relationship between the teachers' artistic skills (based on self-evaluation) and their usage of teaching aids that typically involve such skills, e.g. songs, drawings, etc. Also the teachers who spent time during their training in artistic study have often regarded at least some part of it as wasted, especially in a situation when they are not particularly talented in one of the branches of learning, for example in music but not in arts. Moreover, the teachers claim that in the hi-tech era obtaining high quality computer-generated drawings or singing with the tape rather than teacher's accompaniment, presents no problems. Unsurprisingly, all FL teachers agreed with the teachers' stance, adding only that the prospective FLTYLs have to be familiar with how to use arts in teaching FLs. For example, have an opportunity to take part in workshops that give them ideas about drama techniques, target language repertoire of songs or how to use them and the role of pictures in FL teaching.

EY staff, however, have claimed that in any double-qualification courses the teachers' artistic skills have to be measured because they will qualify also to teach subjects such as music, arts and crafts, design and technology. Hence, since the teachers are required to teach children, for example how to play a flute or be able to make models for Arts & Crafts or Design & Technology classes, a certain degree of artistic aptitude must be required from them. The whole problem may seem peripheral, yet in the same way FL educators see FL proficiency as the subject-matter knowledge bases, EY trainers see abilities to sing, draw or act in this light.

The FL proficiency that should be required from the candidates for a FLTYL training course is the biggest problem that teacher trainers have to solve. As is the case with a new course in Integrated EY Education and FL, the majority of students have a zero FL competence. This imposes a great threat on the future of the course because the curriculum

designers anticipated the students would be proficient in FL at least at an intermediate level, and assigned the hours spent on FL study accordingly. In fact a great degree of the protest against double-specialisation courses originates from course preconditions, which usually assume a much higher FL proficiency than those actually presented by the candidates. In the situation in which the candidates do not meet the proficiency criteria perhaps either the course should not be launched or the curriculum should be adapted. Yet, in reality neither happens and the trainers are required to '*do the impossible*', i.e. meet the course objectives stating that the students are to qualify as FL teachers after a 5-year training course comprising of four hours of FL learning per week. Therefore, a common request made by FL trainers has been that:

Entrance examinations should be set clearly, realistically and in accordance with the course objectives in terms of what qualifications we expect the graduates to obtain starting from what level. We should also make these entrance requirements binding for both sides¹⁰⁵ and not whenever the students don't meet our original criteria we bend the rules rather than get rid of these mediocre candidates. (FL teacher trainer)

The frequent plea has been to make the requirements 'realistic', and adjust the present examinations accordingly:

Of course these examinations should be different from our tests for philology. First of all we should not measure if a client managed to memorise a grammar book and a small dictionary. What counts is the ability to communicate: speaking with the use of simple but grammatically correct sentences, correct pronunciation. (...) It should be a sort of an '*Eignungstest*', a test measuring an aptitude for such a course: if a 'client' [an entrant] is 'melodious', if she has an ear for pronunciation, if she grasps [=understands] and memorises quickly. (FL teacher trainer)

Moreover, as far as the actual level of FL proficiency is concerned, unlike for the FL philology course where a higher proficiency is required, a candidate for a double specialisation course in EY and TFLYL would be required to demonstrate at least a standard competence required to pass the final secondary school examination in an FL, in its oral form since the written test is designed for the student with extended FL programme. Many trainers have been of the opinion that such recommendations are quite reasonable, though having some knowledge of the FL level represented by a usual EY student, may not be very realistic.

You know, I think that every programme needs time and a lot of word of mouth advertising. Once we have a real recruitment for such a course it may turn out that people who would choose a college

¹⁰⁵ This prerequisite has been made on the basis of a common experience that the students are not able to meet entrance criteria for one of the courses, and therefore the criteria have been lowered much to the disapproval of one of the course organisers. It would be recommendable to advise students in such situation to switch into single-subject course. Yet, since the entrance requirements to single-language courses (e.g. English Philology), are set much higher than those required from students of Applied Linguistics, such a practice has not been possible.

or even our [Philology] courses would prefer such a programme. Also bearing in mind some initial difficulties that may occur we may adjust the curriculum in such a way that it will make up for lower language proficiency. I am telling you: flexibility and inventiveness is a must. Any a priori assumptions that students will be so and so will produce no good. Of course, we may be more lenient at the beginning but it does not mean that they are not going to be expected to achieve the level that they should represent at the end of the course. (FL teacher trainer)

The trainers are quite realistic that a FL competency of an average EY student might be much lower than what is usually expected from a philology student and are open to adjust the entrance requirements. Having said that, they also opted for a very intensive language study throughout the course to enable the students to have a least part of their professional courses in an FL.

The entrance requirements are also a problem as far as any postgraduate and inservice TFLYL training is concerned. Quite a few of the trainers have opted either for a transition course enhancing FL abilities of the candidates or for strict selection via entrance examinations. Yet, such an approach could divide teachers into categories and possibly those underachieving in FL test would argue that FL teachers should be tested in their proficiency in early years and also rejected on that basis. Moreover, my argument centres on the notion of building a platform for teachers involved in early FL teaching and to draw upon their diverse experiences and expertise, let it be in FL or EY. Therefore, instead of being a basis for candidates' selection, an entrance examination should be treated as a placement test and a signal for some participants that their proficiency in the FL has to improve if they wish to be certified as FLTYLs at the end of the course. Consequently some additional language support might be organised so that eventually all teachers, regardless of their original background will take a proficiency examination in an FL in addition to other examinations and requirements necessary for obtaining TFLYL qualifications.

In addition to the language issue on a postgraduate course, there is also a recruitment dilemma—should such a course be available to non-philology graduates? It seems that FL trainers are tired of the endless requalification schemes, which enable teachers of other subjects to become FL teachers. There is this dilemma of whether FTYL training should be a specialist course or whether it should be yet another way of saving unemployed teachers. The argument often put forward is that FL learning is quite problematic for adults, especially in such a crucial area as pronunciation.

Such teachers probably will not do much harm if they are involved in teaching adults, but if you want to have a course for teachers of young children you cannot let it happen that a 40-something who has suddenly discovered an urge for teaching foreign languages will be admitted to such a

course. OK. I agree. If she can prove that she's been doing something with the language since graduating from the university, and I do not mean teaching it; say, a stay abroad or attending courses and taking a state exam, I agree we should promote such people. But only these not others. (FL teacher trainer)

Or as another trainer has pointed out:

I agree that a postgraduate course is some solution for all these unqualified teachers currently involved in teaching young children. But it is only a substitute. It's a sort of patching an old road instead of putting a new surface. (FL teacher trainer)

The only argument in favour of admitting unqualified teachers to FTYL training has been that they are teaching and for the time being there is no way of replacing them. Therefore we should at least do something to improve their qualifications. However the interviews with trainers involved in teaching methodology classes revealed another reason for involving more mature students. These teachers are already experienced and have obtained qualifications they would be a great source of expertise for new FLTYLs. This sort of training, let it be in the form of mentoring during the school experience period or 'cascade training' (see Gilpin, 1997) may be very successful. Also, from the point of view of trainers' training, any possibility for collaborative training would be useful. In this place I strongly agree with Rhodes and Heining-Boyton (1993:157) that 'in order to be successful, teach trainers should have experience observing and teaching at the level for which they will be training others'¹⁰⁶. If such collaborative training would be possible in the light of the discussion above about the academic staff being busy with pursuing subsequent degrees, is a different matter, and yet having a place for such project is equally important¹⁰⁷.

To conclude, the entrance requirements have to be set both realistically and reasonably so as to guarantee the best intake of students. Also, in a FLTYL training course, especially the joint one, the trainers from various departments have to reach some consensus regarding what course preconditions should be. Apart from measuring FL proficiency of candidates, the trainers often suggested an interview checking general psycho-pedagogical aptitude for work with young children. The entry requirements should take advantage of candidates' various experiences in teaching, especially prior involvement in TFLYL since this might prove a very useful resource.

¹⁰⁶ I am describing this special curriculum and teacher trainers development projects in section 2.4.3.

¹⁰⁷ For me this argument is crucial since my students often experience terrible problems in finding qualified mentors for their school experience period, at any level. Again, establishing a community of FLTYLs, linking current and prospective teachers and teacher trainers seems to be crucial.

Changing HE teaching practice

The interviewees could not precisely say how they view the problem of approaches to teaching applied at the HEIs. Most of the FL specialists considered it best to link language and content instruction more closely than it is now. They agreed that it would be optimal to have some if not most of content subjects from EY and FL curricula taught at least partially in the target language or with the use of FL literature on a subject. This however will depend on the language proficiency of students admitted to a course and also on the availability of staff able to deliver their courses in an FL. Since as indicated in the section 4.4.2.3, the FL departments are already struggling with staff supply, it will possibly involve employing new staff who already specialise, or more realistically; who wish to specialise in problems related to language and Early Years education.

But as evident from the student-teachers and teachers' statements, delivering the courses in an FL is not enough. New courses would probably require a rethinking of teaching approaches and including a greater variety of process options that these common now. And yet, as already discussed in the broader HE milieu where academic achievements are measured by degrees and publications, it would be very difficult to change staff's delivery modes if they do not see the need for such change themselves. Quite a few of my interviewees blamed physical constraints for lack of pedagogical innovation:

Don't you think that I wouldn't like to change my classes from lecturing to a workshop type? Believe me, I have been dreaming about it for long. Wish my students had free access to computers, e-mail, the Internet etc. so that I can use them in my classes, to have an OHP projector in my classroom ... Gosh! I wish the photocopying wasn't such a problem as it is now. Don't blame us for using the teaching methods from the 19th century if we are in the 19th century considering the facilities we have. I literally have chalk and blackboard and books if I buy them myself. Oh yes! And somebody has forgotten that our classrooms' walls are not made of rubber. When squeezing all my students into the classroom is a problem, forget the group work, forget moving them at all! Change these and I'll be innovative and creative. (FL teacher trainer)

As we can see, innovation has its price. Staff will not be encouraged to use content-based instruction and process options, such as hands-on activities if they have no resources, such as computer labs or access to professional books in an FL. There are also time constraints related to this problem. Lecturing may be very efficient if you have little time for a course, few resources and a big group of students to teach.

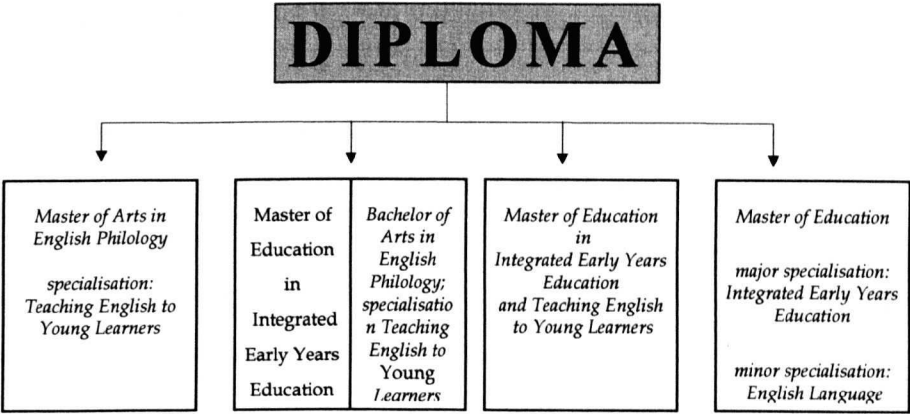
Therefore, changing the staff's teaching practice and making it more language-across-the-curriculum like or less lecture-based and more interactive may prove very problematic. Few resources available and limited time as compared to the content required to be delivered in a course puts many constraints on the staff's teaching practices. As a result,

until these problems are solved it may be even problematic to involve the trainers in any form of staff training to inform them of new possibilities that inclusion of an FL may bring into their practices. They will simply not see any application of this knowledge into their practice given all the limitations they have. Finally, since the prospective students' linguistic level is also not known and the staff foresees it as being poor rather than high, the trainers at least now do not see any purpose for acquiring new teaching skills with the new provision in mind.

Fast tracks, back doors : degrees and entitlements

Another problem that remains unclear is what diploma should be awarded to FLTYLs. In the case of postgraduate courses this issue can be solved more easily since HEIs have quite a great degree of freedom to organise postgraduate diploma courses and set specific requirements for awarding certificates. On the other hand, as far as preservice training is concerned (and this in Poland includes also MA courses) current legislation is very specific about diplomas and titles that can be awarded.

Figure 4-42 Diploma options to may be awarded to FLTYL



Note: These are only example diploma options based on the English stream, other language options are also possible.

As I have illustrated in Figure 4-42, there are at least four possible scenarios as far as diplomas for FLTYL are concerned. The first and possibly the easiest solution is to award FL Philology students who have taken extra modules and diploma seminar in TFLYL with MA diploma in FL Philology with an annotation about TFLYL specialisation. The definite drawback of this option is that we may not find enough candidates for such specialisation, since as indicated FL Philology students are usually not pro-teaching oriented.

Secondly, current legislation allows us to organise courses in two disciplines provided we fulfil the minimum programme requirements for both of them. If this condition is satisfied

we may award the students with two separate diplomas, one in Integrated Early Years Education, and another one in FL Philology with specialisation in TFLYL. Since the workload in this option is enormous it may be preferable to opt for one diploma at the master's and the second at bachelor's level. Yet, since there will be very little integration between the two courses and there will be very little adjustments possible to take into consideration for example a lower linguistic level of candidates from a EY department, this option may be not very successful. However, if the students survive this very demanding training they will have a full qualification to teach both subjects confirmed with two easily recognisable certificates.

The third option is based on the current initiative within the HPS of Bydgoszcz to launch a double-specialisation course based on major-minor distinction in which the two course components do not receive equal attention. Despite strong assertions from EY educators that *'we are not reinventing the wheel, they have already been doing it in the West'*, the protests against this type of course among the FL specialist is enormous. With the allocation of hours to the FL minor equalling 385 teaching hours (see Appendix A), i.e. three times lower than that of a BA course in FL Philology, the FL teacher trainers simply could not see any grounds for claims that the graduates of such courses will be qualified to teach an FL in classes 4-6 of elementary school. Also, FL teacher trainers have been very doubtful about whether there exists such an educational system 'in the West', i.e. in other European countries. The reading of any documents such as *Key Data on the Education in Europe* (e.g. European Commission, 2000) leaves us without any doubt that educational systems in Europe are very diverse. In a country like Britain, when we talk about HE courses we may distinguish those that are traditionally structured with students taking subjects corresponding roughly to various disciplines within a given field. These courses may be awarded with a single or joined diploma. Alternatively, courses may be modularised and the possibilities in mixing the contributing sets and degrees awarded are infinite. A student can, for example, choose from minor/major, major/minors, multiple combinations like *A and B with C*, *A with B and C*, *A and B*, *A with B*, and negotiated provision in which, as the name suggest practically everything is possible (see Betts and Smith, 1998). Therefore is not clear to which double-specialisation 'Western' model the informants are referring. In addition, as far as language teacher education is concerned, some FL educators have put forward the following points:

- In countries where teacher training is part of undergraduate training the students are usually expected to be proficient in an FL or FLs in which they wish to qualify as teachers.
- In countries in which teacher training is part of postgraduate training, it is possible to combine two or more languages, one of which may be at a zero beginner level, but then a usual expectation would be to compensate for it through an increase language study in their first years and the stay abroad.
- Language students usually spend a year in a target language country (or countries if they study more than one FLs), either as language assistants or other approved work scheme, which considerably increases their language proficiency.

Since the new initiative does not satisfy any of these points above and is also in contradiction with existing Polish legislation, it no wonder that the accusations of backdoor entry to the profession and creating ‘pseudo-specialists’ has been raised. Moreover, Ministry has not yet given its official approval to such a scheme of studies and therefore it is undecided as to whether it is possible to award a diploma with a title of Master of Education in two minor/minor specialisations.

And finally there is a proposal to introduce a joint degree in Integrated Early Years and Foreign Language Teaching to Young Learners in the course in which the two courses components would be repackaged and reassessed in terms of their appropriateness to serve the specific needs. There has also been a suggestion that when the degree ‘settles down’, it will be self-evident that all new EY teachers would automatically qualify to teach an FL to young children, the special annotation about the language qualifications will be dropped. The definite drawback of this option is that it does not exist yet and it will take time to convince both legislative bodies to permit awarding joint degrees. It will also take time for the new degree to become known to prospective students and employers.

It was evident throughout the interviewing that the trainers wish to maintain the existing division of powers and have a clear division ‘who does what’. And thus, they have raised many questions about the inconsistencies within the options suggested and demanded clarity between the following:

- A course with a specialisation
- A course with a major/minor arrangement

- A course with main and subsidiary option (*fakultet*) arrangement
- A joint-degree course

In particular it has been requested to set clear guidelines about entitlements that each of these arrangements carries. For example, one of the trainers offered the following distinction as far as multi-disciplinary courses are concerned:

- A specialisation annotation on a diploma can only be made in courses where students are involved in studying a broader discipline, such as TFLYL specialisation within English Language Teaching degree or British Literature specialisation in FL Philology course. In the strictest sense, this courses is not a double-specialisation course.
- When a course adopts a minor/major arrangement a graduate will only qualify in the major discipline and will be required to supplement a minor if s/he wishes to obtain full qualifications in it. For example, the EY students will major in Integrated EY and will be provided with a minor language options, yet without any entitlements to teach it. These will have to be pursued through further postgraduate course either in 'pure' FL teaching or specialist course such as TFLYL.
- In courses with a main and subsidiary option arrangement, i.e. when a second component comprises less than 20%, the subsidiary subject would not carry any entitlements with it and further supplementary studies would have to undertaken to obtain such.
- A joint diploma is awarded when two components are combined on the 50/50 basis and a great deal of integration between them has been made. Otherwise, two separate diplomas should be awarded or one with a certificate stating the degree into which a minor or subsidiary option has been studied.

Yet, much as such distinctions are useful, many trainers doubted if it completely solves the problem. What counts is not only the balance between the constituent parts (i.e. the time spent on each of them) but the depth of study. For instance, a student may follow a course on major/minor arrangement but decide to devote more time to his/her weaker language and study a stronger one on a shorter but more intensive study with a great deal of self-study. Why then s/he should not be given a chance to obtain equal certification in both of

them? Also, why FL teachers should be entitled to teach young children despite only marginal coverage of classes concerning issues dealing with EY psychology and pedagogy under the 'specialisation' offering, but EY teachers should not because they have been involved only in minor or subsidiary language offering? Moreover, lack of precision in what a given diploma title denotes often ends up in semantic gymnastics, such as the one suffered in the recent initiative: 'what is the difference between MEd in Integrated EY *and* an FL as opposed to Integrated EY Education *with* an FL.'

Poland is not of course the only country, which experiences problems with fitting in multi-disciplinary studies within its traditional framework. As clearly visible in the report by Rigby and Burgess (1991) in Great Britain there is a great variety and diversity of undergraduate courses that involve dual- and poli-disciplinary courses. The courses differ in terms of 'the balance given to the constituent parts, the level at which a language is studied (*ab initio*, post GCSE or post 'A' level) and the stage it is taken within the degree course structure (*op.cit.*: 17). The students are awarded with one diploma, for example BA French & Hispanic Studies, BA in French & Beginners' Portuguese, BA German & Philosophy, BA German & Music or a general degree at masters' level, MA in Modern Languages. Such options are in agreement with what some of the interviewees have suggested:

A university course should be very general and then via various further education options teachers or other professionals should have an opportunity to go deeper into narrow specialisations depending on their workplace specificity. (FL teacher trainer)

A university diploma should be general and a student should have a chance to obtain further specialisations in the workplace. And this distinction is crucial: a university diploma certifies that a graduate is trained, is **prepared** for a job, but does not give him or her any entitlements or qualifications. Qualifications in a given speciality should come from a workplace and not for the academia. (EY teacher trainer)

The last suggestions seems to be very similar to the British system in which a master's degree is an academic degree, but is not the same as a teacher training qualification, such as PGCE in TEFL/TESL or RSA CELTA and DELTA. In such arrangements, once pedagogical training is removed from undergraduate courses it would be possible for students to combine two or even more language courses or a language with non-language course. And further entitlements such as these required from a translator or a teacher would be acquired via postgraduate courses with various specialisations possible depending on the students' needs.

It is very interesting, though, that only one interviewee emphasised the role which employers have to play of in shaping the demand for certain specialisations. In the light of the headteachers' criticism of teacher training provision, s/he responded that headteachers, but also LEAs (*kuratoria*), school governors and owners should make a case for new educational services, participate in designing or at least assess the appropriateness of a course design to meet their needs, and possibly contribute towards the cost of such training for the teachers delegated. Such a suggestion resonates with the teachers' plea for some suggestions that their efforts towards re-qualifications are recognised to that they can count on getting a job afterwards. The employers' contribution may also help to overcome the problem of lack of resources and facilities in the HEIs.

To conclude, within the changing context of educational market it is not clear if the traditional HE titles, diplomas and specialisations will be sufficient. It seems that within the current lists of titles there is no possibility of awarding a student with a joint diploma, that is the one that states a combination of subjects indicated with a conjunction 'and'. Since the need for multi-disciplinary courses seems to grow, the legislators should consider new options in which constituent parts are combined in various ways, i.e. a major/minor, main and subsidiary, or joint degree option. The need for new regulations seems to be crucial for the very existence of modular courses enabling the students to 'pick and mix' various components freely.

4.3.2.5. *Controversies over programme objectives and content*

The constraints within the present certification system overshadow the issue concerning which components should comprise FLTYL training. It seems that as long as new diplomas are not available any effort to design these courses in such a way as to they equip teachers with what they actually need is futile. As one teacher trainer has put it:

All these so-called course designs are like making a new dress from old trousers, tailoring from old stuff. It should be something brand new. We should start from a *carte blanche* and see what qualifications and competencies we want the students to have and give them the classes that they need. And what we are doing now is so unprofessional. We want to have a new course so we trim two existing ones and pretended that this is what we wanted. But our hands are tied. We can only act within what is currently permitted by law. (FL teacher trainer)

Indeed, from what we have been able to see so far a new double-specialisation course initiative certainly looks like an old house with a new façade and rightly caused disagreements among the academic staff. Many trainers could not actually see any rationale behind the linking of the two components or curriculum cuts that have been made

apart from saying that the course provides a poor substitute for FL Philology. Yet while the trainers mostly agreed if we launch a course specifically aimed at FLTYLs it *‘should be designed from scratch bearing in mind specific needs of these teachers and to provide them with the best education possible’*, there has been a great diversity of opinions what actually they meant by ‘best education’.

Generalist or specialist? Philologist or teacher?—the issue of the clarity of outcomes

First there is a controversy about who a FLTYL is. Is s/he a philologist with an additional specialism? Is s/he an EY teacher with additional qualifications? As in the following quotations:

It should only be a philologist. And we should give him or her additional qualifications to teach young children. (FL teacher trainer)

It should not be a philologist it should be a foreign language teacher. (EY teacher trainer)

If we claim that a teacher is to be prepared to teach in 1-3, she has to know the specificity of Early Years teaching, ideally he has to be qualified in both. (EY teacher trainer)

I believe that teachers of foreign languages for classes 1-3 should be trained separately than those for integrated early years. I mean that integrated teaching in classes 1-3 is one thing and teaching English is another so the teachers for both should be educated separately. (FL teacher trainer)

Or as one trainer has summed up all these paradoxes nicely:

Once again we are pretending that everything is possible: What we want we want is a **narrow specialist** educated **broadly**. We want a **philologist** who is a **teacher**; even more: a teacher of kids. We want **separate** teacher for **integrated** curriculum. Personally, I don't know how to do it... (FL teacher trainer)

The paradoxes are quite visible: a philologist is not necessarily treated as a teacher, especially as a teacher at this very specific level or conversely, only a philologist is a real specialist. Also, EY educators have fought for holistic, integrated EY curriculum and now with an FL aggressively making its way into it, they sometimes maintain that *‘English is a separate thing’*. Consequently, since there is lack of clarity about which domains of teacher's professional knowledge (see discussion in section 2.14.1) should be developed, there is also lack of consensus about what curricular areas FLTYL training should comprise. These on the other hand, cannot be decided without clarity about for which early FL model (see section 2.2.2) we train specialist: would it be preferable to train ‘generalists’, i.e. EY teachers able to embed an FL into the mainstream curriculum, or FL teacher specialising in teaching young learners, or maybe we should train EY teachers in a number of FLs so as to prepare them for FLEX? Without answering these questions it is impossible to start FLTYL curriculum design for training causes. However, it is likely that

possible options and their consequences for teacher training is minimal among the academic staff since most of them do not specialise in either FL teaching, teacher training or early childhood education.

In addition, the issue is whether we actually have to equip the prospective teachers with skills matching different early FL provision scenarios. As indicated:

There are no universal programmes. We cannot prepare a student for everything. (...) I think that if a teacher is an Early Years graduate, she or he should be able to translate the knowledge they have into new contexts. Oh, this is it! To be able to transfer one experience into some new context, and not to expect us to give them a ready-made recipe for everything. (FL teacher trainer)

Quite a few trainers have been of the opinion that that university education '*should be general*' or '*provide foundation for specialist knowledge*'. And yet, on the basis of the interviews with teachers I wonder how much early FL teaching requires general knowledge about the language, culture and other issues and how much of the teacher preparation should be oriented towards such very specific problems. As we could see the knowledge that cannot be associated with any practical application very easily becomes meaningless and abstract, or as the teachers often phrased it, 'theoretical'. This issue is related to a wider problem of the purpose that university is to serve: Is a university a 'temple of knowledge' or a place for gaining tertiary education (Mizerek, 1999)? It seems that quite a few academic teachers seem to share the 19th century opinion of John Stuart Mill:

There is a tolerably general agreement about what a university is not. **It is not a place of professional education.** Universities are not intended to teach knowledge required to fit men for some special mode of gaining their livelihood. Their objective is not to make skilful lawyers, or physicians or engineers, but capable and cultivated human beings.

cited in Pring, 1996:15 (emphasis mine).

There have always been doubts like that whether universities are proper places for professional development. The marriage of Philology, which still remains within this 19th century tradition and FL teacher training, which involves the acquisition of practical knowledge, may not be reconcilable. I have already recapitulated (section 2.4.2) the current debate whether teacher training should be university or school-based. The debate is well-rehearsed and involves highlighting the dualism between theory and practice, thinking and doing, 'knowing that' and 'knowing how' (Pring, 1996). As I have argued quoting various authors, these dichotomies are false, and theory does not exist without practice.

Another issue concerns the purpose which HE is to serve. Is it still the place whose aims are 'nurturing of intellectual excellence, the promotion of scholarship and research, and,

where possible, the integration of the two' (Pring, 1999)? According to Pring (*ibid.*) with the expansion of the university system in the 1960s and opening the access to it, such a conception of higher education is narrow and inadequate. The link between economy and HE is much stronger, and there is a growing expectation by government and business that HE has a role in economic regeneration, in preparing people for work and in continuing education through specifically vocational courses (Ambrose, 1996). For example linking various vocational qualifications with traditional higher level qualifications reflect this trend. The tendency is also to reorganise HE into places 'where people can go at different points of their lives to update their knowledge, acquire new skills and reorient themselves' (Furlong and Smith, 1996:1). After all flexibility, adaptability, creativity are the *signum tempora* of our era, where everything is in flux. Yet, while in many countries the move is rather towards a *learning* society rather than *learnt*, to borrow the term from the Dearing report (1997), HE in Poland appears to exercise a belief that it is indeed possible to equip a teacher for life within a five-year period. The experiences of teachers presented in this study, however, seem to point to the contrary.

In the same vein, the paradoxical statements of the educators regarding a philologist/FL teacher/FLTYL may result from conflicting views of what purposes FL Philology is purported to serve. While for some it is a place in which students learn a professional craft such as teaching or translating, some may still believe that philology, as its name suggests, is the love of the language and learning¹⁰⁸. That is why any question of the FLTYL training content conflicting statements such as '*Language, language, that's all they need, and broad psycho-pedagogical knowledge*' suggesting that FLTYL is primarily a teacher, as opposed to '*a philologist cannot fail to know who Chomsky was*' meaning that FLTYL is also the philologist and her teaching professional skills should be well-grounded within a wide expertise in linguistic, literature, cultural and historical studies.

Similarly the opinions such as '*Oh, yeah: require 5000 words from the teacher who is to teach a six-year-old...*' as far as the linguistic attainments of the course are concerned, implying a conflict whether we train these teachers only for this specific job and thus s/he may definitely need such a wide range of vocabulary for teaching young children. Or maybe conversely: we should equip her/him with much more that she will ever need

¹⁰⁸ from Latin *philologia*, love of learning, from Greek, from *philologos*, fond of learning or of words (*The American Heritage Dictionary on CD-ROM* (3rd ed.). 1994. s.v. 'philology').

(‘widen her/his horizons’) since a teacher definitely needs a high degree of space and confidence in her linguistic expertise, that basically ‘*s/he is not one chapter ahead of her pupils*’.

If they are to be teachers they have to know the language well at it has to be a given an equal importance as other subjects within Early Years Education teacher preparation. But of course I totally in favour of teaching him 2,000 words per year but maybe 4,000 during the whole course but teach him well, in all contexts and meanings. So that he is fluent, can use the language and does not make mistakes. And in order not to issue phoney diplomas. (FL teacher trainer)

The problem of diplomas for non-existent skills and competencies has also been raised in relation to how omni-competent a generalist should be? A few trainers doubted whether it is possible to train one teacher to be qualified in all spectrum of curricular areas that s/he has to be prepared to face:

Some people probably think that we are still in the Renaissance. All these wonderful ideas like a secondary school leaving certificates with a ‘red stripe’ when you have only As and A+s, probably meaning that he knows everything: knows Polish and sciences, foreign languages, is a wonderful musician, painter, not to mention a sportsman. (...) And here as well: they demand from these poor classteachers a certificate with a red stripe. Somebody must be mistaken. (...) maybe a Minister would come to classroom and teach a bit polish, English, maths, a bit of singing and violin playing and a couple of somersaults,; besides having some talent for teaching children, differentiating and individualising your lessons, work with gifted pupils, and all the rest. And remember: all these for 600 zlotys per month net. (...) No, it is impossible! It is a stupid idea. In elementary school there should be one leading teacher responsible for mainstream curriculum and different specialists for arts, music, PE or ‘difficult’ subjects, such as a foreign language. (...) We are constantly pretending in this country. Pretending that everything is possible, that we have versatile teachers teaching well-rounded pupils. (...) And maybe these gentlemen doing fancy research in their labs and controlled experimental environment have pupils like these and teachers like these. (...) but this is not the way to do it. We cannot teach all children everything. And I suspect that we cannot teach these teachers everything either. (FL teacher trainer)

Thus, some trainers agree with the opinions expressed by the teacher that an EY teachers cannot be good at **everything** and would support the introduction of a system in which two or three teachers have semi-specialisations within EY education and share a teaching load in, for example, two classes of students. Such as system will not, as some EY trainers maintained, infringe on the idea of integrated EY education. Holistic and whole-child approaches to teaching are possible no matter if taught a class of students are taught by one or two teachers.

The conflicting statements about the content of FLTYL training result from diverse opinions on the purpose of HE education in general. In fact some decision has to be made whether FLTYL is primarily a teacher or specialists in an FL. Subsequently we also have to decide which model of FLTYL we favour, a generalist (a classteacher able to teach also an FL) or a specialist (an FL teacher able to teach children) and design the course accordingly. Again, as suggested, it does not have to involve an either-or choice.

4.3.3. Ways out

The interviews with teachers and teachers trainers have provided evidence of how difficult it might be to launch any new FLTYL training offering. While both sides mostly agree on what courses should be offered there is a lot of diversity in terms of to whom the new courses should be open, what modules should be offered and how they should be delivered. The teachers have made a strong case for a more practical training, which means both a balance between theory and practice in the course, but also process options (see discussion in 2.15) chosen by the academic staff. The prospective clients have also opted for a greater freedom to design their own courses, i.e. being able to choose from various modules offered so as to cater their professional needs is the optimal way.

However, as the interviews with the academics have indicated that the lack of changes within the current teacher training provision results from a very restrictive legislation. The present laws on the minimum allocation of hours, minimum programme and also the number of staff required to be entitled to run a course are especially prohibitive.

And yet, since the Ministry seems to be waiting for bottom-up initiatives as far as new courses and their organisation is concerned, it is especially worrying that the members of staff have so many problems in establishing good channels of communication and cooperation. It appears that they are not equally motivated to initiate modifications in HE pedagogy, organisation or new course offerings since the current system seems to value individual academic achievements of HE staff, measured by degrees obtained, research undertaken and publications produced and not by improvements in their teaching.

And yet, an optimistic feature is that the teacher trainers have offered many interesting suggestions about how prospective and current FLTYLs can be trained, provided the educational bodies offer some guidelines on the diplomas, titles and entitlements applicable to these new courses. Thus, it may be that discrepancies in course prerequisites, details of design and modules offered will be resolved, too. What is currently needed most is the willingness to establish cooperative links between various departments and their members of staff. It may start as one of the interviewee has suggested humorously:

I am telling you: the heads of four departments meet and reach an overall agreement on what they want. Then teachers of English, German and Russian didactics, plus a couple of people from early years, one pedagogue and one psychologist, in total eight to ten people meet, they brainstorm ideas for, I don't know, four hours or so, decide all particulars ... and its' done! Good heavens, what's the problem here? I can even invite you to my place for coffee on that occasion. (EY teacher trainer)

Yet, my belief is slightly less optimistic here. In many places early FL teaching and FLTYL training have proven to be unique and separate from both FL and EY current practices. Therefore, I suspect that there will be a great demand for shared expertise, collaborating in staff training and joint research in areas in which FL and primary classroom practices are interdependent, contradictory or may facilitate one another. Such activities may, on the other hand, help to bridge the existing gap between ‘linguists’ and ‘pedagogues’ and build future courses in which language and early years education components in teacher education are truly integrated.

4.4. Summary and conclusions

The three previous sections (4.1, 4.2 and 4.3) have provided discussion of the research data and some conclusions that may be drawn from it. The major argument in this study has been that current provision for teacher development of foreign language teachers of young learners in Poland is insufficient in many ways. And while it may be unwise to indulge in any far-reaching generalisations on the basis of an investigation conducted in one Polish city, I believe that in a few cases the problems highlighted by the study participants may be indicative of some wider problems. These would include:

1. Market forces have already changed the Polish educational scene in the area of FL learning. As the study has indicated the number of pupils who learn an FL prior to the official starting age at grade 4 is substantial. Yet, as was pointed out in many places by the parents, the quality of the early provision is sometimes problematic, we have to ask ourselves if the children who start early will not encounter problems in the future. The problems will also appear once these children are merged with the ones for whom FL instruction is unavailable, mostly for financial reasons.
2. It appears that the acute shortage of adequately trained FL teachers of young learners is the main debilitating factor in early FL instruction. First of all it prevents a wider scale introduction of compulsory FL learning in classes 1-3. Secondly, it creates many problems as far as extracurricular FL learning in elementary schools and language schools is concerned, especially in such areas as time and frequency of lessons and variety of the courses offered.
3. The parents’ evaluation of the current *status quo* in early FL provision is not very positive, particularly in relation to the quality of teachers involved. The study has also

highlighted some general problems of parent-teacher cooperation, both at state schools and private language schools, which might have an impact on how the parents have assessed the FL instruction of their children.

4. As for the future, the overwhelming majority of parents expressed a desire for free-of-charge compulsory learning of English from the first grade of elementary school. As for the form of FL instruction organisation, the majority is in favour of an FL learning being integrated with the rest of EY mainstream curriculum.
5. As far as the teacher certification is concerned, all groups surveyed: parents, headteachers from elementary schools and private language schools and student-teachers have ranked the teacher possessing double qualifications, i.e. certified to teach both EY education and an FL, as the most desirable. In addition, the headteachers have indicated a high demand for such teachers.
6. The teachers currently involved in early FL instruction and student-teachers from FL and EY departments, on the other hand, have implied a heavy demand for any form of teacher training aimed at early FL teaching, both inservice and preservice. As for prospective FLTYL they have suggested a Joint Honours, double-specialisation course in EY education and early FL teaching or a supplementary MA course in TFLYL that would follow current BA courses in FL Philology or EY Education. At the inservice level, many teachers and student-teachers are in favour of a postgraduate course in TFLYL and short methodology courses aimed at teaching FLs to children.
7. The interviews with teachers identified many specific aspects of teaching FL to young learners that are not covered by either EY and FL teacher training courses. In particular these include:
 - FL proficiency and content-matter knowledge required for content-based FL teaching
 - contextual information about target language communities relevant for the EY classroom
 - child development and its relation to FL teaching
 - problems related to L1 and L2 language acquisition (children learning styles, speech pathology problems, teaching an FL to handicapped children, teaching FL to children with dyslexia and dysgraphia, etc.) and simultaneous literacy development in two languages
 - selecting and development of various early FL teaching programmes

- cooperation between FL teachers and classroom teachers
8. Prospective participants of FLTYL training also requested a change from theoretical to more practical teacher training. This denotes a balance between theory, practice and reflection in the course structure, but also a request for the process options chosen by course providers, i.e. from lecture-based to a more interactive course delivery mode.
 9. The study has provided detailed evidence that teachers enter the FLTYL profession accidentally rather than as a result of a conscious decision. While EY and OS teachers need to requalify due to a job lost, FL specialists often embark on teaching children while waiting for a more attractive job offer. Consequently, any inservice training offered will have to take into consideration diverse experiences, qualifications and skills possessed by the candidates.
 10. Moreover, the teachers have indicated a need for establishing a professional community of FLTYLs not only to enable cooperation among them, but also as a means of building a platform for exchanging TFLYL related problems with other professionals and researchers. This may also help overcome problems of low prestige and lack of recognition of teaching young children often reported by the teachers.
 11. The teachers have also reported a lack of conscious policy on the part of educational authorities in terms of providing information regarding school needs for teachers of certain specialisations and assisting individual teachers to requalify.
 12. The lack of recognition to meet school needs in terms of qualified FL teachers of young learners is also evident in HEI policy. Teacher trainers have often justified lack of FLTYL training provision by reference to unclear ministerial recommendation as to whether FL teaching in classes 1-3 is compulsory. In the circumstances in which HEIS have to supply FL teachers for compulsory teaching, providing FLTYL training seems to have low priority.
 13. Since it is not clear under whose authority the organisation of FLTYL training lies and none of the parties is able to launch it on its own, the overshadowing problem appears to be establishing cooperation between the EY and FL departments, which have little tradition of working together. The main discrepancies of opinions are within the area of:

- prospective addressees of FLTYL professional development courses
- entry requirements, especially in terms of FL proficiency
- course content and the place of language development within the overall course structure (i.e. is it possible to integrate language, FL and EY subject-matter components and pedagogical training?)
- certification and entitlements

14. The study has provided evidence about many difficulties in launching FLTYL training courses, which can be attributed to constraints imposed by current legislation. HE laws and regulations impose strict requirements on the part of course organisers in terms of the minimum staff requirements. They are also quite restrictive as far as diplomas, course content and compulsory allocation of hours are concerned. Since the present HE law does not permit joint diplomas few changes can be introduced within existing EY Education and FL Philology courses.

15. Finally, the present investigation has revealed conflicting attitudes to change in FL and EY departments. The EY and Russian departments are constantly looking for new options because, due to falling birthrates in Poland and lack of demand for specialists in Russian it will be increasingly difficult for their graduates to find employment. Both English and German departments, on the other hand, are actually more concerned with the surplus of demand than its lack and thus are rather more interested in expanding their own courses than in any collaboration for an interdepartmental project. Yet, the study has shown that there is some hope that the existing discrepancies between the course providers will be overcome and some new courses aimed at FLTYL will be introduced.

This chapter has given account of many difficulties that may emerge while launching a new teacher training course. As is evident from the views of various participants of the Polish educational scene: parents of children involved in early FL instruction, headteachers of school providing such instruction, current and prospective FLTYLs, and finally providers of teacher training, there seems to be some consensus as to what is optimal. Yet there seems to be a long way before what is optimal will be transposed into existing practice. The next chapter provides some suggestions about how the implications from this study may be reified to shorten this process.

5.

IMPLICATIONS AND CONCLUSIONS

The first section of this last chapter will draw together the various findings of the study and discuss implications relating to the issue of professional development provision for FL teachers of young learners. In the second section I discuss the strengths and limitations of the research and what has been learnt from using the mixed methodology research design. As one would expect from such a complex issue as FL professional development the study unearthed other issues that need further research, issues which are dealt with in the third section. Since the research always resembles 'hitting a moving target' I will also briefly discuss what has happened in the area of FLTYL training in the research site since the major bulk of data was collected. This chapter, and at the same time the thesis, concludes with a personal reflection on the research from its outset till the end.

5.1. Major research findings and their implications

In the opening chapter of this study I have argued that despite the noticeable growth in the number of young children learning FLs, the area of teacher development for early FL teaching has long been neglected. Researchers in Poland have long focussed on providing a rationale for an early start (Brzeziński, 1987; Komorowska, 1992, 1996a, 1996b), the influence of age on FL learning (Michońska-Stadnik, 1994; Pamuła, 1998; Szulc-Kurpaska, 1998) or the type of methodology that teachers of young learners should use (e.g. Tkacz, 1992; Szalek, 1993; Siek-Piskozub, 1994; Lipska, 1996-1997). Yet little research in Poland has attempted to find out what type of language provision schools want to offer and parents wish their children to be involved in. Neither has there been much investigation into skills and competencies need by FLTYL and the way they should be trained in order to be able to carry out methodological recommendations of theorists and practitioners. Finally, little has been written about the problem of providing FLTYL training programmes, from the point of view of providers. This study has provided some insights into these matters.

5.1.1. FL teaching to young children

The research findings provide strong evidence that there is a big market for early FL teaching in Bydgoszcz, and in fact from the evidence of the very recent publications (Pawelec, 2000), in all bigger cities in Poland. A substantial number of children start FL learning in the kindergarten and in grades 1-3 of elementary school. Early FL instruction is no longer fringe in the market of FL teaching. Therefore:

Implication 1. The accelerated growth of early FL instruction in recent years demands that every measure should be taken to supply adequately trained teachers. In addition, further professional development of teachers currently involved in teaching FLs to young learners training should be made available.

As reported by headteachers the main factor hindering improvements is the lack of adequately trained teachers. These shortages are both quantitative (the number of teachers available) and qualitative (the level of teachers' preparation). The employment of the teachers is mostly haphazard, based on their availability rather than on skills and competencies. The study results imply that the short supply of FL teachers in general and adequately trained FLTYLs in particular have a negative effect on the type of instruction being currently offered. As a result, many parents opt out of involving their children in early FL learning despite a strong conviction about its positive effects. Prohibitive fees and a feeling of not getting 'value for money' are the main factors here.

In addition, diverse course objectives and curricula, the time devoted to FL study and the quality of provision, result in diverse linguistic competence of students at the outset of compulsory FL teaching in grade 4. Many FL teachers face a difficult situation of integrating 'early starters' with zero beginners, and FL study often starts all over. Since the same situation may be repeated when students transfer from elementary to middle school, the gains of an early start (if any) are completely lost. A shared feeling among the parents is that existing fee-based, after-school FL teaching is obsolete and some sort of standardisation is needed. Therefore:

Implication 2. A gradual introduction of compulsory FL learning should be promoted. Sufficient resources should be made available supporting planning, implementation and post-implementation of early FL instruction at schools. In parallel, there is a need for improvements of extracurricular

provision since many parents want their children to start learning two or three languages at a very young age. At the same time some funding should be made available for relevant research focusing on the outcomes achieved and factors affecting the quality of teaching. Innovation and improvements in early FL practices should be encouraged.

The overall impression that can be derived from the study findings is that school headteachers seem to comply with market demand. Little consideration seems to be given to whether it is a good idea to launch early FL instruction in the first place and if so what programme models should be chosen and what outcomes are expected? Separate subject teaching of English is offered usually on one 45-minute lesson per week basis. Yet the goals of such instruction are unclear. Neither is it clear if and how early programmes will be articulated with FL learning at higher grades.

Given the limited time that can be devoted to FL teaching in many schools, maybe it would be a better idea to launch language awareness (FLEX) courses as part of EY curriculum with an objective of *sensitising* children to one or many FLs and cultures rather than involving them in FL *learning* on a very limited scale? Since instruction is often given in children's L1 (Curtain and Pesola, 1994), these programmes can be successfully delivered by classteachers, (provided some training support and resources are available) solving some of the staffing difficulties that early FL programmes suffer from.

Yet, it is clear from the study that most parents opt in favour of intensive FL learning rather than mere 'language awareness' programmes. Even if it means contributing towards FL tuition fees, they also would like the overall time devoted to the FL study to be increased, and at the same time teaching organised more rationally (i.e. more frequent but shorter lessons). In agreement with relevant literature on optimal conditions for FL learning and good EY practice (section 2.3), the parents almost unanimously opt in favour of FL teaching integrated with the rest of curriculum. This suggests that wherever possible content-based and content-related instruction should be encouraged, especially in the cities where secondary school bilingual programmes are well-established (see Przybylska-Gmyrek, 1995).

Frost (1999:187) points out that early FL teaching is 'most likely to be successful when the decision to include it to the curriculum is rooted in the expressed desires, needs, and values

of the local community'. Likewise, Lipton (1998:22) suggest that the answer to the question which early FL model is best

can only be answered in terms of the wishes and the needs of the local school district. The decision about which the programme model (or models) is best should only be made locally, preferably by an advisory committee made up by administrators, parents, teachers on all school levels, supervisors, guidance counsellors, school board members, university representatives, business representatives and others.

As for the context researched it appears that the headteachers claim that 'what they provide is what parents want'. Yet the study findings point to the contrary. Lack of publicity for various early FL programme options means that neither school administrators nor the parents seem to be aware about the possibilities open to them. Likewise, EY and FL trainers seem lack knowledge in this respect. Little wonder then that no training options are available to EY teachers who would wish to offer, for example a 'language potpourri programmes' (Marcos, 1996) alongside mainstream subject teaching.

The study results also seem to indicate that having been informed of possible options, parents might have opted in favour of FL provision different from the one that their children are currently involved in. Namely, had they known that the school can only offer a very limited instruction in English (i.e. one hour per week) or that the teacher is not sufficiently trained, the parents might have chosen instruction in another FL (e.g. German), for which adequate staffing can be secured. In some cases they might have even opted against premature introduction to FL learning. In the same way, being clear about the school staffing needs, the university might be able to respond to them. Therefore:

Implication 3. The need is also to spell-out the minimal conditions for early FL instruction so as not to raise unrealistic hopes and expectations of parents, teachers, schools administrators, and even pupils. The goals of FL learning should be set in accordance with the various constraints in which learning takes place.

Implication 4. Various early FL programmes should be propagated and teacher training provided with different programmes in mind. Rather than advocating one uniform form of instruction (highly unrealistic given the shortage of FL teachers), each school community should be encouraged choose a programme model that fits its specific situation. Both the short and long-term goals of early FL instruction should be made clear to

parents, teachers, and a general public. The needs in terms of resources and supply of teachers should be clearly identified.

Implication 5. It is appropriate to encourage research and innovation that aims to elaborate didactic approaches for content-based and content-related FL teaching. Since they seem most well-suited for FL teaching as part of mainstream EY education, yet at the same time most challenging in terms of resources and staff needed, special attention should be given to them. It should be a joint effort of EY educators and FL teachers to develop new teaching methods and materials that combine language and content.

Implication 6. Continuity of FL learning is a must if students are to benefit from an earlier start to FL learning. This includes not only continuation in relation to objectives of FL study at various stages, but also fine-tuning and compatibility of pedagogical methods used. To achieve this, elementary school headteachers and FL teachers should be encouraged to make a liaison with neighbouring kindergartens and middle schools. Special support should be given to the development of joint projects that would encompass FL instruction across the different levels.

In the same way as programme options are not discussed, the languages offered are not either. Blondin *et al.* (1998) rightly note that an early start to FL learning may reduce linguistic diversity since continuity of the chosen language(s) has to be maintained throughout various levels of schooling. Hence the parents would probably opt for 'international' languages. They suggest that schools may be encouraged to offer language 'awakening' (FLEX-type) programmes in several less-widely used languages in addition or instead of normal early FL teaching.

Yet, the study results suggest that there is no real forum for this type of discussion and the language options are still taken for granted. Few authors raise as an issue, the fact that in Poland the hegemony of Russian has been replaced by hegemony of English with other FL being effectively eliminated by a powerful pro-English lobby (Subotowicz, 1997; Walenczak, Wróblewska-Pawlak and Zajac, 1998). English teaching seem to prevail despite limited resources available, problems with adequate staffing, organisational constraints, etc. More than that, even if German or French is introduced as part of

innovative EY education programmes, it is not uncommon that they are replaced by English in grade 4 when compulsory FL teaching starts. This situation is even more peculiar because schools administrators have long complained about being unable to comply with ministerial recommendations to introduce a second FL in grades 6. Though when such a possibility exists it seems to be often wasted. It is not clear how much this situation is due to a real demand for 'English only' and how much it is a result of having other possibilities. After all, 8.4% of parents would indeed prefer their child was learning an FL other than English (see Figure 4.10) and do not seem to share the opinion that poorly taught English is worth more than, for example, good French. Therefore:

Implication 7. Early FL instruction should not be biased in terms of languages offered. All measures should be taken to encourage an actual 'choice' of FL studied at different levels of schooling. The benefits of sensitising to various languages and cultures should be propagated.

5.1.2. FL teachers of young learners

The research findings lead to similar conclusions as those provided by other authors (e.g. Driscoll and Frost, 1999; Pawelec 2000) that ideally FL teaching should become an integral part of EY education, and therefore all classteachers should be qualified to teach an FL:

There is a strong argument for following option 1 [EY classteacher with additional training in teaching FLs] in that such teachers are already experts in meeting the educational, emotional, physical and social needs of young children and have the desire to work with them. In addition these teachers are ideally placed to present language in a cross curricula setting and thus to introduce it along side the normal classroom syllabus. Furthermore early years teachers in rural areas are often working in small schools which do not attract peripatetic language teachers.

Pawelec, 2000

Such a conclusion is also supported by study results implying that EY teachers and EY student-teachers seem more likely to remain FLTYLs, while language specialists often treat teaching children as a peripheral job. On a broader scale, Pawelec also mentions the fact that retraining classteachers to become FL teachers is certainly an option for rural areas, which already suffer from a shortage of FL specialists, and the prospects that this situation will change in the near future are unlikely.

The study findings, however, seem to contradict the point made above i.e. that if equipped with FL qualifications a generalist EY teacher will be able to teach an FL alongside other mainstream subjects. The most typical scenario would be that due to shortages in FL staff,

s/he will be employed to teach classes across various age ranges. Pawelec, in the most recent review of FL teaching in Poland, maintains that due to the establishment of FLTTCs and requalification INSETT courses by 2001 the target of providing 19,000 qualified secondary FL teachers will be obtained. My perspective on this issue based on the situation in Bydgoszcz is less optimistic. The study documents well that the problem lies not in secondary or middle school FL teachers but in acute shortages of staff in elementary schools. Recent lowering of the starting age to grade 4 has worsened this situation further. If this is the status quo of FL teaching in one of the biggest cities in Poland with two FL teacher training institutions, one may only suspect what the situation might be in towns and rural areas.

Implication 8. Teacher training should respond more forcefully to the demand for FL teachers in general and for FLTYLs in particular. Early FL teaching provision will not improve unless the pertinent teacher shortages for FL teaching at higher levels of schooling are solved.

It is generally recognised that the development and implementation of effective criteria and procedures for student selection represent the first step in producing high-quality teachers (Roberts, 1998). It seems that one of the biggest challenges that the design of FLTYL training will face is addressing the studies to a proper audience and setting entrance requirements accordingly. It must be made clear that FLTYL training is not still another 'fast track' of obtaining FL competency for people that will not seek jobs in schools anyway. The experience of most FL Philology courses, visible from student-teachers' responses in this study (Figure 4-25), is that that 30% undertake these courses with no intention to become teachers, and additional 20% of graduates are lured by lucrative job prospects outside the teaching profession.

EY students, on the other hand, undertake their courses with a conviction that they want to be teachers of young children. Thus, it is essential to set entrance requirements in such a way that it they will not hinder those students from entering a course. Since the FL proficiency level will significantly differ from what is usually expected of FL department candidate, entrance examinations have to be made available for candidates that usually constitute EY course intake. The literature suggests (see section 2.4.3) that linguistic competence can be sufficiently mastered in the course of the studies, especially if different CBI options will be available (sheltered, adjunct or theme based instruction). Yet, since the

FL competence is so important for the future professional life of those teachers, the linguistic level of students has to be monitored throughout the course.

Some teacher trainers do not support such opinions and are in favour of high FL proficiency prior embarking on FLTYL training course. The reason being the myriad of skills and competencies that have to be developed throughout the course and limited time that can be devoted to improvement of FL skills. There is also lack of agreement about how to deal with other components that traditionally constitute the entrance examination to EY education teacher training programmes, such as an artistic and musical abilities' test. From the information provided by the trainers it seems that if teachers are certified to teach the whole mainstream curriculum including an FL they should meet the same standards as their single-qualifications colleagues. Many trainers however doubt that such requirements are going to be feasible in practice.

In the same way, the research findings imply that alongside pedagogical skills and competence in an FL, both parents and headteachers value teachers' personal qualities, such as empathy, communicative skills, creativity, adaptability, self-confidence. The EY education entrance examination includes an interview aimed at assessing 'psycho-pedagogical predisposition', yet since these tests are not very reliable in predicting who will become a good teacher, some educators believe that this FLTYL persona (see Lo, 1999) will develop in the course of teacher training. Yet, how this is later measured and how unsuitable students are recognised and rejected is not clear. To my knowledge, the only selection made during training is on the basis of the academic abilities and progress. It seems that while designing FLTYL training much consideration should be given to the types of selection criteria both before and during the course. Students should be recruited both on the basis of their suitability to teach both FL and EY. If, for whatever reasons, a student fails to meet set criteria, some ways of transferring to a Single Honours course, either FL or EY, might be made. Therefore:

Implication 9. Teaching FLs to children should attract high quality candidates from various sectors of society and with diverse experience prior entering the FLTYL training course. Teacher preparation programmes need to expand their criteria for selection of adequate candidates for FLTYLs beyond language proficiency and academic achievement to include some personal qualities that enable a candidate to work with young

children from many educational backgrounds, with different abilities, and in a variety of settings.

5.1.3. Professional development of FL teachers of young learners

Before any changes of that sort are going to be feasible, changes have to be made in the way teachers are trained. Headteachers and parents almost unanimously preferred a teacher certified in EY education and FL teaching. The information provided by the teachers, however, suggest that it would be a mistake to assume that FLTYLs should simply graduate from two parallel courses. The data is abundant with examples how early FL teaching falls into an ‘in-between’ category and teachers face many problems that are not dealt with by either literature on FL teaching or EY education.

As one of the teacher trainers observed, ‘*Teaching an FL to young children is **specific**, in fact, it is as specific as Early Years education itself.*’ It is difficult to discern what this ‘specificity’ actually denotes, the teacher interviews seem to suggest that it is the ‘globality’ of teaching children that makes it so special. It is often impossible to make a borderline when the role of a FLTYL is limited to teaching a language only. The teachers interviewed provided numerous examples how intricately linked FL teaching is with other areas. For example, teaching FL lexicon, pronunciation, grammar, FL skills, culture etc. inevitable leads to comparing L1 and L2, thus is it possible for a FL teacher to be an L1 teacher at the same time? Can s/he claim, ‘I am only teaching numbers in English, I am not teaching maths?’ To paraphrase the title of Genesee’s article (1993), ‘All foreign language teachers are content teachers’. Therefore:

Implication 10. Teacher training has to recognise that early FL teaching requires skills and competencies that are far beyond what is offered in either EY education teacher training or existing FL Philology courses in Poland. The traditional components of teacher training courses: FL improvement courses, cultural, literary and linguistic studies, FL teaching methodology, EY education pedagogy, child psychology, etc. require rethinking in relation to the content that is passed on the student-teachers, in what way, and how much of intersubject correlation is required.

The issue of what exact skills and competencies should be developed via teacher education programmes will depend on the type of early FL provision we want the teachers to be prepared for. At present, school principals simply wish to employ any qualified teacher willing to work with young learners, yet such a situation will not last for ever. It will happen more and more frequently that the headteachers will opt for a specific type of FL programme having analysed the clients' (parents') needs, resources available, etc.

Moreover, as we could already see the overall philosophy of EY education, described in Chapter 2.3, also influences the type of FLTYL that is needed. The demand is for a teacher who can cope in classroom where children with some special needs are mixed with pupils of normal ability. In a situation in which EY educators are given autonomy to design their own curricula and shape their teaching practice, the need will be for a FLTYL to work within a specific teaching orientation, e.g. using Montessori or Freinet frameworks. Thus:

Implication 11. FLTYLs need a myriad of unique skills and competencies. Special attention should be given in FLTYL preparation to the linguistic demands that being able to deliver subject-matter content in a FL poses. A thorough grounding in the linguistic and cultural areas of the language they teach, as well as academic content of mainstream EY education subjects is required. Early FL teaching is also exceptional in terms of the general pedagogical knowledge and subject-matter pedagogical knowledge that is required from teachers. This expertise is usually beyond the capabilities of single-subject trained teachers. Hence, FL specialists should be encouraged to obtain additional qualifications to teach young children. New courses should be launched with the aim of training EY classteachers for FLEX programmes or enabling them to obtain second certification as regular language teachers at primary level. Higher education programmes should also launch various double or joint-specialisation courses at the pre-service level.

Implication 12. A far-reaching objective should be to prepare FLTYLs for various types of early FL provision and equip them with divergent knowledge and skills. The diversity of early FL programmes call for 'a combination of competencies and background that may be unprecedented in the preparation of language teachers' (Curtain and Pesola, 1994:241).

Bearing in mind the diversity of situations they find themselves, in addition to a specialist FLTYL training course (rather than an add-on module to existing FL Philology course), a series of teacher education programmes that teachers may take at various points of their careers should be developed. FLTYL education should shift its focus from solely pre-service training to lifelong professional development. New flexible training routes should be developed to match the needs and circumstances of FLTYLs-to-be. Several options have been put forward in section 4.3.2.4.

There is of course an issue about how **universally** trained an EY teacher can be? In the Polish context with a strong tradition of one teacher-one class strengthened by the introduction of an integrated EY education there is additional challenge that incorporating an FL into mainstream teaching brings. As suggested by the teachers interviewed, there are limits to their omniscience. Therefore:

Implication 13. In addition to a classteacher model, various configurations of cooperative teaching should be supported. For example, two EY teachers may share the teaching load in two classes and semi-specialise in certain curriculum areas including FL teaching. Alternatively, team teaching (EY teachers—FL specialist) may be promoted. All three staffing options have strengths and limitations, yet none of them violates the idea of integrated EY education. At the same time none of them automatically guarantees integration of language and content advocated by the experts in the field.

There are two areas of FLTYL expertise that seem to be completely overlooked by existing teacher training. The first one is the ability establish professional links with other FLTYLs, other FL teachers, and EY educators. I have already referred to Fullan and Hargreaves (1992) who believe that professional isolation is detrimental for both individual teachers and institutions they work. As I have argued in chapter 2.12, the role of a FLTYL is in many aspects unique since for one thing FL teaching is a part of EY education and thus close cooperation with an EY classteacher is needed. On the other hand, it is also a starting point to a long process of FL learning, and therefore close links with FL teachers involved in teaching in higher grades of elementary school and middle school are vital. Several educators assume that collaboration among teachers is a relatively straightforward matter

and develops spontaneously. The research however portrays a different picture. Hedge (2000) has listed the following personal factors required for successful collaboration: 1) choice of colleagues; 2) shared attitudes and beliefs; 3) ability to play to strengths of individuals; 4) dedication and commitment, and tolerance.

It seems that in the case of FLTYLs at least the first two factors are often violated. They cannot choose the partners with whom they collaborate since within one school the choice is usually quite limited. Also, under the existing arrangements in many elementary schools, one FLTYL works in as many as 18 classes and establishing close relationship with all 18 different classteachers is virtually impossible. Yet, most importantly, since FLTYLs enter the profession from so many walks of life, having diverse experience and educational background, they often 'speak different tongues'. Thus:

Implication 14. There is a role to be played by teacher training providers to establish a common platform of communication for FLTYLs. Teachers may be shown how diversity may be turned into 'playing to strengths of individuals' and how they may learn from each other. In addition FLTYLs and FL specialists teaching at other levels must be encouraged to establish strong partnerships that allow for the sharing of information, curricula, strategies, and support.

The parents' negative evaluation of FL teacher-parent contacts indicates another defect in current teacher preparation. The teacher interview data suggest a professional, emotional and physical distance between teachers and parents, and teachers' inability to 'pull parents in'. This situation is in sharp contrast with EY education ethos, described in section 2.3, which promotes integration of different educational environments (school-home links) and various participant in the educational process (parents-teachers-school staff).

Implication 15. Preparing teachers for cooperation with parents should be an important part of FLTYL training.

The study has also unearthed some general problems in the existing teacher training system. Despite claims made that the system stays within the reflective model, the data provided by practising teachers and future teachers seem to contradict this view. The main problem is not whether teacher training comprises theory and practice but whether an attempt is being made to link those two. Also, theoretical components are detached from courses of more practical orientation. These two are further separated from the school

experience. How reflection on theory and practice is executed in these circumstances is not clear either.

Implication 16. Models of teacher training demand further refinement. Some clarity is needed about what constitutes theory and practice in teacher education, and what is the link between the two. Likewise, the concepts of reflection and reflective practitioner models in teacher education need to be revisited in the Polish context.

As is evident from the study there is a clash between an integrated model of EY education practice that is currently advocated for schools, and the training of EY teachers preparing them for such practice. While EY education teaching should illuminate wholeness, unity and interconnectedness, EY teacher education seems to emphasise divergence and separateness of various subject matter. Teachers who are prepared for integrated EY education teaching follow a training course that is a collection of tiny segments of highly specialised knowledge from a variety of disciplines (see Figure A-3 in Appendix A). How teachers put this jigsaw together and manage to apply an integrated EY education model to practice remains a mystery.

Likewise in language teacher education there is discontinuity between the practical language courses and the rest of the curriculum. Basic language courses are not linked with what is going on in content courses, even though they are delivered through the medium of an FL. The disintegration of language and content is even more visible in general pedagogical courses, which are not taught by language specialists. The study of language is seen solely as the acquisition of language skills divorced from any meaningful connection with other disciplines.

The same ‘disintegration’ occurs as far as process options in teacher training are concerned. The congruence between what the training is about and how it is done advocated by Woodward (1991) does not seem to be achieved. If integration of knowledge, educational goals, methods, and participating parties are only talked about during the Philosophy of Education classes, chances are slim that prospective teachers will take them on board. In this study, the oft-repeated statement that ‘teaching methodology classes are one thing, real life teaching is another’ seems to support this idea. As I have argued in section 2.4.2 and 2.4.3, it takes more than **talking** about what should be done and how. On this point I thoroughly agree with what Mizerek (1999) has said that teaching methods

used by academic teachers are the **catalysts** in this process of changing teachers' personal experiences, beliefs and attitudes. Therefore,

Implication 17. If FLTYL are to be successful in merging language and content teaching in EY education, they need to experience integration of language, content and pedagogy in their training. Modes of delivery need to be changed in order to accommodate for students' diverse learning styles but also to provide a closer link between future vocational needs of the students and the language practice that they are offered. The model proposed is to make FLTYL training itself content-based and content-related. Components derived from EY and FL curriculum content courses that aim at the development of professional skills and knowledge should be supplemented and facilitated by courses that aim at FL improvement. In this way FL will not be taught in isolation, but as a medium of acquiring knowledge. Content courses, on the other hand, will provide an opportunity for the meaningful practice of the language.

Implication 18. The FLTYL training course requires rethinking in relation to the purpose that practical foreign language learning serves in overall student education. It has been suggested that teacher training studies, no matter if derived from FL Philology or EY education, should serve primarily the vocational needs of future teachers. Thus, the 'content' of practical English courses should not be treated as a set of vocabulary, structures, or sound patterns to be acquired by learners. A foreign language should facilitate and enrich content courses in which students gain professional skills and knowledge, and vice versa. In addition, content courses can provide meaningful language use.

The study clearly points to the fact that the traditional formula of university courses has become outdated. Bearing in mind the diversity of professional experiences that future graduates will find themselves in, it seems impossible that a restricted number of courses with pre-defined content will cater for their needs well. The attempt to 'cover' the whole range of disciplines such as psychology, linguistics, or pedagogy, and make them equally suitable for diverse audiences, such as future translators, businessmen and teachers, is deemed to fail. Likewise, the notion of 'transmitting knowledge to students' or equipping

them with 'necessary skills' seems to be out of place since, as Betts and Smith rightly observe:

In the 21st Century *knowledge* will become increasingly less valuable and prized as the currency of education. The separation between knowledge and *learning* will become wider. Technology will make access to knowledge easier than ever before, for more people than ever before. It will become the role of Higher Education (HE) to provide higher order learning skills as well as, and eventually rather than, knowledge of subject disciplines.

Betts and Smith, 1998:1

The teachers and students-teachers make a strong argument that early FL teaching crosses well-defined boundaries of what constitutes EY education and FL teaching. In fact, what teachers need is a conglomerate of skills and competencies that approach various disciplinary fields from a very specific angle. The range of expertise required from a FLTYL, as already noted, is too big to constitute any single-set, self-contained course. No wonder then that future FLTYLs opt in favour a modular provision with diverse routes in which degree programmes may be built.

Implication 19. Profound changes in HE systems, procedures and the frameworks of HE in Poland will have to occur to allow for transition from one curriculum model to another. Education and training will have to become more flexible in order to meet the needs of students. Preparation of competent FLTYLs requires breaking the traditional subject and course divisions. New innovative solutions need to be developed to decide the cognate parts of FLTYL training and how they will be structured.

Implication 20. Teacher training should be both flexible and rigid. Changes in HE legislation should reflect the attempt to preserve high standards of the courses offered with diversity of routes through which the teaching profession can be entered.

The study results imply that there is a major clash in opinions how the quality of education HEIs may be maintained. Some of informants have maintained that HE courses should be built and delivered using a very rigid approach. Others have been of an opinion that the quality of courses should be defined in terms of how well they serve their clients. The courses have to be good as well as relevant to trainees' professional needs. The study points to the main weakness of existing FL Philology courses: there is no such person as an all-around FL specialist and an attempt to produce one is futile. With a course clientele

ranging from translators, editors, teachers, and teachers of young learners it is impossible to meet the needs of all of them. Therefore:

Implication 21. A major change should occur in the HE legislation so as to permit credit-based modular curricula in HE, which would allow students make genuine choices across the whole range of provision and build a unique bespoke training programme.

However, it is clear from the interviews with the teacher trainers that the issue of FLTYL training in Poland is far from being resolved. Major questions such as those how exactly the course should be organised, what it should contain, what degrees should be offered have remained unanswered. Or rather, there are many possibilities, yet all of them depend on one pivotal question: Who should teach FLs teachers of young learners?

The issue that clearly emerged from the study is that there are hardly any FLTYL trainers, i.e. there are few academics whose expertise lies in any domain directly connected with early FL teaching. Of course, the staff currently responsible for delivering EY or FL teacher education courses possesses a great deal of knowledge required to run FLTYL programmes. Yet, to make the programme work this expertise has to be pulled together and interdepartmental cooperation has to be established. At that point a major challenge starts. The study has unearthed tension between EY and FL departments due to depreciation of pedagogical studies in general and complex historical burden within HE in Poland in particular. Therefore:

Implication 22. FLTYL training programme requires the pulling together the expertise of EY and FL educators. A plea has to be made to resolve differences among scholars working in diverse domains of EY education and philological studies to establish a platform for cooperation in teaching and research.

5.2. Limitations of the study

Research, like any other human activity, suffers from limitations and flaws. Sometimes these flaws result from, for example, a researcher's failure to anticipate certain problems and issues, methodological and theoretical oversights, or the scope of the problems studied. This study would therefore be incomplete without admitting such limitations.

The overall rationale for embarking on the mixed-methodology research was its fitness for purpose. As I have argued in Chapter 3, a mixed methodology design was intended to address the research problems in a better way than either of the two methods alone could offer. I also assumed that the interaction between the data sets, drawing from the inductive and deductive logic of inquiry and cross-checking the findings would prove to be fruitful to the outcomes of the study.

In practice, however, several problems emerged. The first one was the sheer amount of data that the research has generated. Even though my aim was to provide as accurate, holistic and rich a picture as possible, in reality the task turned out to be impossible, not because of the lack of information, but because of the imposed restrictions on the thesis length. Since the qualitative data seemed more informative as far as the main research question, 'How FLTYLs should be trained?' is concerned, I have decided to include only a very crude report on the survey data. The drawback of such a decision is that the balance between the quantitative-qualitative components included in this thesis has shifted, which may seem a violation of the mixed-methodology research design. My intention was not to give equal attention to the different data sources, but rather to weight them judging from their usefulness in providing answers to the research questions.

Likewise, it may seem that the choice of the research instruments was faulty since all questionnaires have generated unexpected qualitative data as a result of spontaneous contacts made by elementary school principals and extensive remarks included in the comment section. As explained in section 3.2.3 the surveys were used for those parts of research where extrapolation rather than explanation was needed. No wonder that in the absence of any other attempt to investigate the status quo of early FL teaching in Bydgoszcz, the informants used it as a chance to express their opinions on the issues that were far beyond the scope of this study. Admittedly, these additional comments have geared the analysis of quantitative data into a slightly different direction and provided more insight into the problems studied. Though, of course, the extent to which we may generalise from these comments is arguable.

A common rationale for mixed methodology research design is that researchers seek for convergence, corroboration and correspondence findings. In this research, however, Denzin's (1970) idea of triangulation proved tricky. The very fact that for example headteachers agreed with parents but disagreed with student-teachers on certain issues does not diminish the worth of any set of opinions. What I realised through this study is the

multidimensionality of the problems studied and the fact that despite the fact that certain answers were generated by the same questions, it is impossible to triangulate them since they operate on different levels. Myers and Haase use here the metaphor of a multidimensional gameboard in which there is:

... an interactive system of patterns of information exchange between subsystems or levels of reality. This world view can be thought of as a multidimensional gameboard. In such a game one must visualize simultaneous moves both across levels and between levels on the board in order to plan successful game strategies. Levels exist within the whole and are interactive so that changes on one level reverberate between levels.

Myers and Haase, 1989:299

The drawback of such a view, possibly visible from this study, is that nothing is clear-cut and the answers to the research questions are generally provided in the 'it depends' mode. Possibly the only concrete result that this study undoubtedly generated is a *raison d'être* for the systematic training of FLTYLs. Another one is the claim that such training can be offered in a myriad of ways, and cater for different needs (e.g. depending on a type early FL instruction that teachers will be involved in), and with diverse clientele in mind. Everything else is not known any more than as a hazy cloud and more research is needed in order to put 'some flesh onto the bones'.

5.3. Issues for further research

Throughout the research, issues surfaced that relate to the research topic of this study and which demand separate investigation to understand them further. Likewise, in pursuit of answers to the research problem, many questions have remained unanswered and new questions have appeared. Some of these issues and questions are highlighted below.

The first issue relates to the new possibilities that early FL teaching opens. Hardly anything has been written in Poland about the implications for language teaching that the new integrated EY education has created. New research is needed to investigate the type of pedagogy that should be advocated. Research is especially needed to investigate and support the implementation of new forms of instruction such as immersion and FLEX programmes. Studies investigating immersion pedagogy and its implication for FL teaching such as those offered by Genesee (1987), Swain and Lapkin (1989), Snow (1990) and Lyster (1998) are needed. Specific suggestions for developing instructional objectives, content compatible language, curricular materials, and hands-on-experiences in EY classroom in Poland will have to be developed and lessons may be drawn from the

extensive 35-year-old Canadian immersion programmes and similar programmes elsewhere. Likewise, guidance for planning and implementing various models of FLEX programmes (see Curtain and Pesola, 1994), development of suitable methods and teaching resources would be necessary.

In the similar vein, explorations into best ways of preparing teachers for various early FL programmes would be needed. Collier (1985) and Lipton (1996) conducted an extensive review of university teacher training for English as a second language and bilingual programmes in the USA and various solutions have been put forward. Similar investigation was carried out by Frisson-Rickson and Rubuff (cited in Majhanovitch and Fish, 1988) and Bernhardt and Schrier (1992) for Canadian immersion programmes. In Poland the discussion about the FLTYL training has just started and there has been very little discussion about the type of training that might be offered.

By the same token, virtually nothing has been written in Poland on the ways that language, content and pedagogy can be combined in teacher training. As I have argued throughout this thesis these three areas are traditionally kept separate, which does not seem to be a good solution as far as FLTYL preparation is concerned. Again, research and innovation aimed at the development of instructional solutions and resources for adjunct, sheltered or theme-based HE courses will be needed.

At the time of writing-up this thesis, I followed a very interesting discussion on the TESOL discussion list (LISTSERV@CUNYVM.CUNY.EDU) during which teachers shared their thoughts about the most useful part of their teacher training. One of the participants observed:

I was thinking today about which part of my training as an ESL/EFL teacher had most benefited me (and my students) in the classroom. Looking back, I don't think that any of the theoretical courses - great though they were - helped me as much as practical tips. In particular, I think I was particularly helped when I started out by instruction in how to call on students in class in a way that was at the same time non-threatening and non-predictable.

But the strange thing is, I think, that in all the years that I have been teaching, my alma mater has never once asked me how their training is bearing up under the hot spotlights of 'real' classes. Nor has anyone else ever asked me what I have found useful in my classes.

I really hope that training programs are asking serious and probing questions of former graduates who are now teaching 'in the field'. I hope that teachers are being asked what works and what doesn't, and I hope that their views are going back to the people who design and run training programs. But I am worried that the experience of those of us who have been teaching a while is not in fact being passed on to the new teachers.

Tillyer, 2000, emphasis mine.

I find this opinion has particularly resonance with my own thoughts. While numerous researchers assessed teachers and their practice, advised them what to do and how to do it, relatively few of them attempted to 'get assessed'. Too rarely this simple question, 'So how do the skills and competencies we've equipped you with work in the field?' is asked by teacher trainers. The same applies to headteachers who infrequently have an opportunity to express their opinions how teacher training institutions meet the needs of their schools. Neither are teacher trainers asked to reflect on their own practice. More research of this kind is needed in Poland.

5.4. *In the meantime: changes implemented*

In this section I wish to address the issues related to a time lapse between commencing and this study and finishing the writing-up process.

University courses for FLTYLs

In the opening chapter of this work I have indicated that as for 1998 there was hardly any training available for FL teachers of young children. As a result of legislative guidelines allowing for truly joint courses, the course designers had to 'squeeze in' two existing programmes of EY education and FL teacher preparation into one. Consequently, both of them have perpetually been troubled by the lack of quality candidates to these programmes and a severe student drop out throughout the course. As I was informed by M. Mendel, the director of the courses in Gdańsk (personal communication, 17 March 2000), while the programme in EY education and English was doing reasonably well, the German track was to be suspended due to the lack of candidates. Regrettably, the future of the Olsztyn course in EY education and English is endangered, too, and serious doubts are posed as to whether new students should be recruited.

To avoid legislative pitfalls of Joint Honours courses, some university Departments of Pedagogy (e.g. at the University of Silesia) have launched EY teacher training with an additional 'specialisation' in teaching English (Michalewska, 2000). As it was the case at the HPS of Bydgoszcz described in this study, given a minimal number of hours devoted to the English component, organisers of such courses have frequently been criticised for producing semi-professionals. In fact, in June 2003, the the HPSB's Department of English severed its participation in the 'Integrated EY Education with an FL' teacher training course and the future prospects of this project are dim.

'Young Learners' and 'Primar' projects

Apart from individual attempts of various universities and HPSSs, the MoNE has also tried to address the issue of FLTYL preparation on a national scale. In April 1999, the trilateral Letter of Intention was signed between the MoNE, the British Council and the Goethe Institut stating an intention to provide professional, organisational and financial support for accredited training programmes for FL teachers for grades 1-4 (Pawelec, 2000). By the end of 1999 this established the three-module INSETT projects 'Young Learners' and 'Primar' aimed at the preparation of teacher trainers of English and German teachers of young learners respectively (see NITTC, 2000). In February 2000, the first set of participants completed the course and obtained new qualifications as trainer trainers (8 persons) and teacher trainers (26 persons) specialising in teaching English to young learners. The 'graduates' of these courses have already started feeding their experience and knowledge and all FLTTC whose staff took part in the project are now offering a TFLYL methodology course (Pawelec, 2000). In addition, they will be involved in in-service training courses for practising English teachers of young learners. In 2000 and 2001 similar courses were organised for German teacher trainers as a part of Primar project.

Positive as these initiatives are, the research findings of the present study cast some doubt on the following:

1. From the information available in Pawelec and NITTC it seems that the Young Learners and Primar projects are aimed at colleges giving an impression that universities and HPSSs with their academic rather than professional orientation have been left out¹⁰⁹. Still, since the body of knowledge on, for example, second language acquisition, FL methodology or EY education practice is born at universities rather than colleges, the issue arises whether such initiatives, addressed to only one type of HEI, do not stir further the practice-with-or-without-theory dispute.
2. The current projects include teaching English and German only. Since at present FLTTC colleges offer also preparation for teachers of French, Spanish and Italian, the question is whether again a hidden message is not transmitted that other languages are

¹⁰⁹ Lack of sufficient cooperation between colleges and universities was possibly the reason why the first *National Conference on Teaching Foreign Languages to Young Children* organised by the University of Silesia in November 2000 attracted few professionals from the colleges, and vice versa, the *National Young Learners Conference: Combining Theory and Practice* (Puławy, March 23-25, 2001), organised by the British Council as a part of Young Learners project was underrepresented by university staff).

worth less and thus not worth considering. Even though the choice of participating parties may be due to pragmatic reasons such that it is open only to rich transnational organisations like the British Council. Yet, as I have argued in other places, the MoNE could probably exercise a more careful language policy and not replace the former supremacy of Russian with the hegemony of English. Far too often the same argument ‘this is the language that people want’ has been repeated for both of them. Yet, in some cases it seems rather that ‘people want what they can get’: it is virtually impossible to talk about the language **choice** if there is nothing to choose from. Teaching of less-popular languages is not offered precisely because there are no teachers, materials or resources available.

3. The project originators say little about the type of FL instruction they are aiming at. Since the scope of TFLYL methodology offered in some colleges is quite limited and varies from 15 to 60 hours, we may suspect that it is oriented to teaching an FL as a separate subject. Little is said about the course content and the degree to which it attempts to prepare teachers for integrating content and language. My question is therefore why such a model of teaching is propagated and why no attempts are made, taking advantage of the fact that FLTTCs usually offer parallel courses in English, French, German and Spanish teacher training, to educate teachers in FLEX-type of instruction.
4. Likewise, since TFLYL methodology remains an add-on course offered as a part of a general EFL methodology course, the organisers possibly face the same problems that were raised in this study, namely, to what extent the content of other courses (e.g. pedagogy, psychology, linguistics, or literature) should reflect the fact that these teachers will teach young learners?
5. This leads me to the question as to how much attention was given by the project originators to whom the participants should be? It seems that TFLYL courses are delivered primarily as a part of pre-service FL Philology course and oriented at its students, who as frequently indicated and supported by the findings of the present study, have no intention of becoming teachers, let alone FLTYLs. What are the chances that the graduates will undertake teaching of young children? The chances are that they may undertake teaching of children as part of their extra work in language schools, yet this does not solve the problem of lack of qualified FLTYLs for elementary schools. A promising sign is that the NITTC has launched the so called ‘Year Zero’ programme

which aims to equip EY teachers with English skills sufficient to successfully take FL Philology entrance examinations at universities and colleges. Similarly, the British Council in partnership with regional branches of the NITTC and FLTTCs are currently expanding the Young Learners project offer to EY teachers who wish to obtain qualifications as English language providers to children aged 7-9. Yet, as indicated by Ellis and Tieturka (2001), despite the fact that the MoNE is a partner in the project, neither the curriculum nor certification has been officially approved by the Ministry, and it remains uncertain when and whether it will finally do so.

6. My final doubt concerns the scope and scale of the whole project. Pawelec (2000) suggests that in the near future the MoNE is planning to lower the starting age for FL to grade 1. Similarly, the winner of the 2001 Parliamentary elections, the Democratic Left Alliance (*Sojusz Lewicy Demokratycznej*), had made an early start to FL instruction a part of its political agenda (HK, 2001). At the time of electoral campaign I thought the DLA was too optimistic in their ambitions and prognoses. How in the near future, few FLTYL training programmes currently available were to produce thousands¹¹⁰ of FL teachers for each EY classroom in Poland was not clear to me. After all, in 2001 the tenth generation of college graduates poured into Polish schools, and yet as mentioned above, the problem of FL teacher shortages, especially in rural areas, was far from being solved (see pages 31-32).
7. It would be safe to say, as the findings of the present study indicate, that in order to make early FL teaching in Poland possible, FLTYL training should be provided in multiple forms, targeted at diverse intakes of students, and all HEIs that provide FL and EY education teacher training programmes should be encouraged to set up FLTYL training. Before that happens, however, the Ministry needs to state it 'loud and clear' what its long-term objectives for FL teaching are (lowering starting age, inclusion of a second FLs, etc.) so HEIs have clarity what targets they bound to aim at.

General issues related to teacher training and teacher certification in Poland

As far as teacher training is concerned two issues are worth mentioning. In 2001 the Supreme Chamber of Control (SCC, 2001) published a report on the *status quo* of teacher

¹¹⁰ Komorowska estimated these needs at around 10,000 teachers of English, and possibly also 6,000 teachers of German and 1,000 of French language providers, i.e. 'classroom teachers with a relatively good knowledge of the language, introducing some English [or other FL] in grades 2 and 3 in stage 1 [classes 1-3] of the primary with a regular follow up organised by the language teacher from grade 4 on' (Komorowska, 2000:127).

training in state HEIs in Poland. The Bydgoszcz Academy (formerly the Higher Pedagogical School of Bydgoszcz) was among the fifteen of the institutions controlled. The report revealed numerous flaws in existing system of professional preparation of teachers, and among those that seem most relevant to the present study are:

1. The lack of compliance between the curricula of the TT courses offered and the Ministerial 'minimum programme' guidelines and 'minimum hour allocation.' (As for the FL philologies, the Chamber specifically pointed to the fact that out of 1110 hours allocated to this field of study, extramural students studying at the Bydgoszcz HPS received only 680 hours of instruction.)
2. Infringing on the Ministerial regulations, which concern student-staff ratios, maximum teaching load of university staff, and regular evaluation of teaching staff.
3. The lack of double-specialisation and multi-disciplinary teacher training courses, which, as the CSS argues, more suitably caters for needs of post-reform education in Poland.
4. The lack of uniformity as far as teacher certification and accreditation is concerned.
5. The lack of detailed specifications on the part of the MoNE concerning qualifications required from teachers employment as specific various subject specialists and at specific levels of schooling.

Following the SCC's report, the MoNE¹¹¹ has undertaken several steps to improve the situation. For example, in 2002 it finally passed a resolution which identified, among many others, the professional qualifications required from teachers employed as FL specialists at the kindergarten and primary school levels. The following options have been listed:

- a. If a teacher seeks employment as an FL teacher in kindergartens and elementary schools, s/he must hold:
 - 1) a diploma awarded by a teacher training institution (any specialisation) and
 - a) a state foreign language certificate for teachers (1st or 2nd degree), or
 - b) a certificate testifying to an advanced level of proficiency in the FL concerned (a list of these is enclosed) and certificate confirming the completion of pedagogical training.
 - or
 - 2) a secondary school leaving diploma (*świadectwo dojrzałości*) and a certificate confirming passing an FL examination organised by a state board of examiners (1st or 2nd degree)
- If a teacher seeks employment as an FL teacher in kindergartens and classes 1-3 of the elementary school, s/he must hold:
 - 1) an BA or MA degree in Pedagogy in a specialisation related to kindergarten or EY education, or
 - 2) a certificate awarded by a teacher training institution in a specialisation related kindergarten or EY education

and s/he must hold a certificate testifying to a preliminary level of proficiency in the FL concerned and a certificate confirming the completion of pedagogical training in early FL teaching.

¹¹¹ since 23 October 2001, the Ministry of National Education and Sport.

- If the teacher pursues employment in a bilingual school (in which a part of curricular teaching is taught in an FL), s/he must hold a degree in the curricular subject area concerned and must hold a BA or MA degree in FL Philology, Applied Linguistics or s/he should be a graduate from a university in a target language country.
- If a teacher seeks employment in kindergartens and school for linguistic, ethnic and national minorities, s/he should hold qualifications required at a given level of schooling and a certificate confirming language proficiency in the language taught.

MoNE, 2002c: §11 points 3 and 4 (underlining added)

Even though the document is dense and difficult to read by non-specialists, it nevertheless specifies different routes in which employment as an FLTYL may be sought. Still, my impression is, as emphasised many times throughout this work, that a general ‘philosophy’ exercised by policy makers is ‘the younger, the less.’ Namely, the professional qualifications required from teachers at primary level (i.e. grades 1-6), especially with regard to FL proficiency, are higher than those which are specified as essential for teaching only in classes 1-3 (compare bullet point 1 and 2 above).

In general from the number of Ministerial and Parliamentary acts on education, it can be concluded the system is in a state of flux. The Teacher’s Charter itself has been amended 43 times since 1982 including 15 major amendments passed after September 1, 1999 when the 1999 educational reform brought to life!). Even though the long-awaited New Act on Higher Education has not been passed yet (there are three competing draft projects being discussed at present), numerous changes have been implemented recently. Most of them (e.g. popularising the European Credit Transfer System (ECTS), developing two-stage studies, the introduction of the so called Diploma Supplement documenting the profile of studies covered) implement the assumptions of the Bologna Declaration (see MoNE, 2002a). We may therefore hope that at some time in the future, adequate measures will also be taken which will consider the professional training needs of FL teachers involved in early FL instruction.

Curricular changes

As for other changes implemented, the MoNE has managed to respond to the need for approved syllabuses and textbooks for the early FL teaching in elementary schools (see MoNE, 2000a). All the same, the Core Curriculum still says nothing whether and how the minimum programme for classes 4-6 (compulsory teaching) should be adjusted if children learn an FL at the lower stage. Neither it is explicit about the objectives of FL teaching nor what attainment targets should be reached and then built upon by the FL teacher in classes 4-6. The teaching of FL in grades 1-3 still not compulsory, though a considerable number

of schools use either of the three additional hours in the curriculum or allocate extra hours to FL teaching.

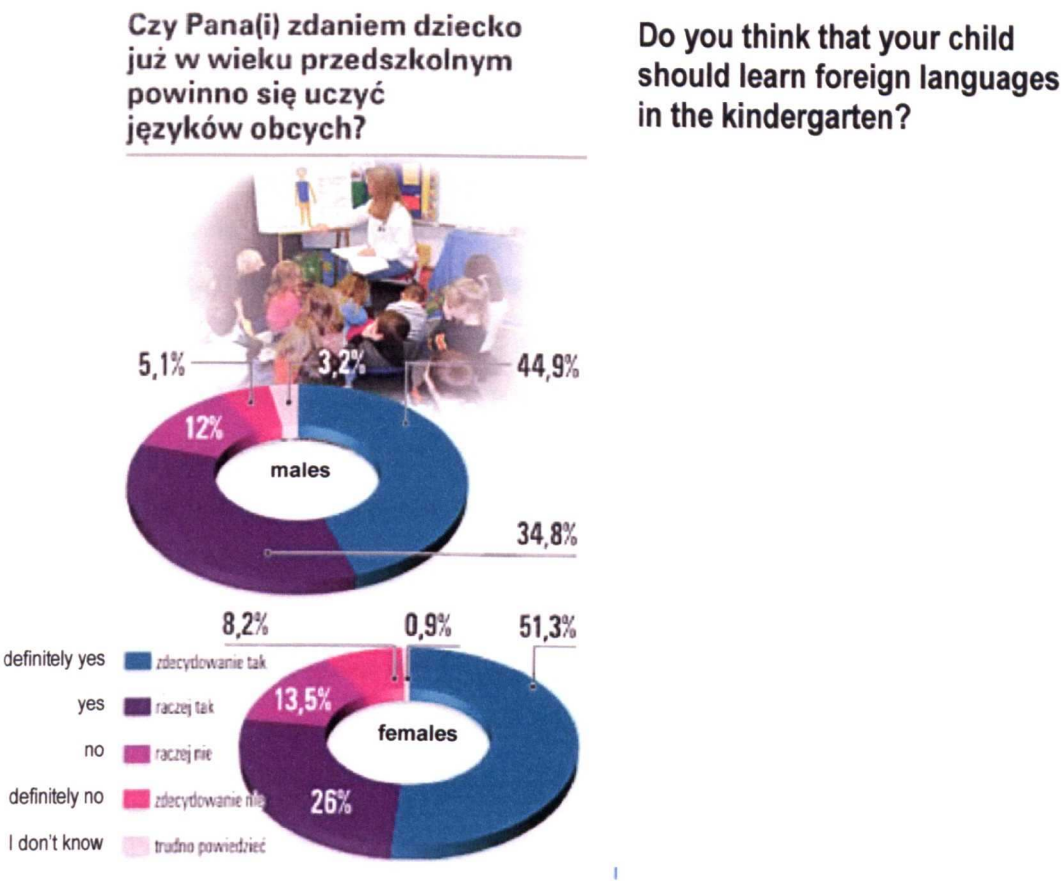
As a general conclusion it may be argued that the issue of whether or not FL provision should be included at the EY, or even at pre-school levels still generates a great deal of heated debate in Poland. Regretfully, however, in decision-making and political circles the topic seems to surface only occasionally, and apparently correlate with various political events. It received much media coverage in 2001 when some parties made an early FL start a part of their electoral agenda, and to a lesser extent in 2004 when Poland was about to join the EU. In September 2004, with the 2005 Parliamentary elections looming near, the topic emerged again.

At the beginning of September, a much debated article was published in *Wprost*, a Polish weeklies, and generated a radio live discussion (Polish Radio Channel 3's *Za a nawet przeciw*, September 5, 2004) and a TV chat-show (*Warto rozmawiać*, TVP 1, September 14, 2004). The article argued against two myths still prevailing in Polish education: 1) 'carefree childhood' and 2) 'education for all' philosophy that mainstreams all children, regardless of abilities and aspirations, into regular school classes. In the authors' opinion, in the name of 'equality' we are depriving the most gifted children quality education. The authors also cite research done by dr Sabine Pauen of Haidelberg University, confirming that 'up till the age of two children acquire their native language(s) while a three-year-old can read, fluently speak a couple of foreign languages, and add up,' and prof. Barbara Kisielewski's (Queen's University of Canada) opinion that 'an ability to acquire foreign languages are triggered in the womb, thus learning a foreign language from birth produces best results' (Cieślik, Florek, Szafrńska and Rusak, 2004: 26). The article also reprints a recent opinion poll among the parents on the inclusion of early FL teaching into pre-school education (Figure 5-1). The survey confirmed a high demand for this type of provision (almost 60% of affirmative answers).

Yet as argued throughout the thesis, articles like that create a false picture of children possessing some miraculous abilities enabling them to acquire an FL effortlessly and fast. They do not caution the parents against many pitfalls of early FL study, for example that it may have a reverse effect if instruction is of dubious quality. They provide neither guidelines for parents on how this instruction should be organised nor what qualifications teachers involved should possess. Ironically, these two points are discussed some weeks

alter, in still another article, and no connection between the two—the demand for instruction and staff needed for this—is made.

Figure 5-1 Opinion poll among parents on early FL learning and teaching



SOURCE: Cieřlik et al. 2004:25

5.5. Closing remarks

Writing a comprehensible, all-encompassing conclusion to a document of this length and magnitude is a rather difficult proposition. Therefore, no such attempt is made here. Instead, I will provide a more personal reflection of why I have embarked on this research and what I have learnt from it.

This study has grown from my own experience as a FL learner, an FL teacher and teacher trainer. In particular, there were four events that marked my way towards this thesis. The first one happened when I was eight and I developed a very bizarre friendship with three penpals in Norway, Germany and Holland. I am saying ‘bizarre’ because at that time I spoke no English and in fact I had had just sufficiently mastered my literacy skills in

Polish. Yet, I cannot recollect any other time when my interest in English was so immense and learning it seemed so easy and fascinating. I particularly remember my attempts to sing along with my favourite *All the pretty little horses* song. It must have been very awkward since my singing was totally phonic and I had no comprehension whatsoever of what the song was about.

Another vivid memory from that time was my letter writing itself. What I did was to copy entire paragraphs from a book that comprised letter templates on any major topic, changing only relevant details such as people's and places' names. At some point I even got adventurous and with the aid of a dictionary I started adding some new things preserving the original sentence structure. However, not being able to read the replies was another problem. At the beginning I managed to solve it with the help of my sister, a newcomer to English herself. Yet with letters getting more personal having a third person to read them and having a good laugh at them, was a bit too embarrassing so in the end I demanded that my parents enrolled me in an English course. At that time, however, FL courses for kids were non-existent, the official age for Russian was 12 and for other FLs 15, and apart from private tuition the opportunities were scarce. Hence I had to wait three more years to be admitted to an English course at a youth club, and at that time my interest in it had shrunk considerably. I had no penpals to write to or visit anymore and my cassette with English folk songs had got lost somewhere.

How different my childhood experiences are from those twelve years later when starting FL early seemed to be a must in Poland. The second story starts when I was still a student of English and begun my career as a teacher. While lessons with teenagers were going relatively smoothly, my work in the kindergarten and private tuition with young children were really painful and discouraged me from this type of work. Not for long though, because three years later my sister made me teach her own younger daughter because after a year of attending an English course she refused to have anything do with it since '*the lessons were boring and our Miss stupid*'. So we set up a group—three 7 and 8-year old girls and myself. And it was then, in my own kitchen-dining room where we used to meet when I had my moments of 'Eureka!' and when I discovered some of the principles of teaching to young children. And even though the private tuition setting that I used to be involved in was very much different: here and there I used to teach at somebody's home, but for the first time I decided to take a very 'unprofessional' approach: I decided not to teach. Instead, we had a lot of talking and plenty of hands-on activities, such as cooking,

cleaning, getting to know my home plants, puppet making and preparing for stage performances, reading the flap books *Where's Spot?* and making ones ourselves.

After two years of these extraordinary lessons, I discovered that some of my adult students had not learnt even half of the things that these three little girls had. The bizarre feeling was that I should have expected that this would happen. Yet, I did not. I even was not certain whether it was my teaching or extraordinary linguistic aptitude of these children that made it all happen. Even though I was doing quite extensive reading on different aspects of child learning and early FL teaching, it often felt to me like experimental teaching which I was not very sure of. It frequently occurred to me that as an FL Philology graduate and a teacher trainer, I should not have relied so much on intuition, experimentation, and *post factum* learning; rather these should only have complemented my sound knowledge of what worked in primary FL classroom best. I also remember wondering how many other philology graduates felt as I did when I discovered that my philological training was not of much use while working with 3 to 11-year-olds.

The answer to this question came from the third story, which is related to my involvement in supervising the school experience period of my trainees. One of our best students had chosen to have her practice period in a kindergarten. The lesson that I observed was a real disaster from an organisational point of view: so disruptive were the children and so lost the teacher. And then I had an opportunity to see her mentor in action, who was a qualified kindergarten teacher. And again, surprise! The lesson was packed with very imaginative activities, aimed at building children's linguistic skills, but at the same time fun-filled and engaging. The teacher herself seemed to be perfect: committed, enthusiastic about her job and with fantastic ability to establish good rapport with children. And yet, my eyes were wide open by ghastly linguistic mistakes the teacher kept making. Not only did I see the children learning language errors but I saw them doing so with enthusiasm and joy. It occurred to me that the teacher was indeed basically just one step ahead of her pupils in terms of language proficiency. It turned out later that indeed the teacher lost her job as a regular kindergarten teacher but was offered a post of a French teacher. Two years later the parents at her school opted for their children to learn English and because the principal could not find an English specialist and she had already had some experience she was made to 'shape up' her rather minimal skills in English. Also, both my student and her mentor seemed perfectly aware of what the weaknesses in their education were, and yet regrettably no teacher training offer suitable for them was available.

Thus this research was my personal quest to find an answer to three critical questions. The learner in me was asking whether an unintentional late start to FL learning did any irreparable damages. The teacher in me was wondering what I should learn, unlearn and 'uplearn' (McLaughlin, 1992) in order to teach children in a better way. And finally, the teacher trainer in me wanted to know how current teacher training provision might be improved to cater for professional needed of teachers like the ones described above.

This journey towards answering these questions took an unexpected turn on May 20, 1998 when I received the offer for a doctoral programme at the University of Nottingham, and later, on June 4, when the notification of receiving the full tuition fee scholarship helped me to make up my mind about packing my suitcases, leaving my husband and family at home, and undertaking studies abroad. From this perspective, I think I took the right decision. Even though it was hard at times to cope with both the demands of the study and the hardships of living alone in a foreign country. Even though overwhelmed by the volume of the study, I was almost convinced that my writing-up would never come to an end. Several health problems that I was experiencing one after another at that time seemed to support this notion. Would completion and submission ever really happen? Despite all these, I may wholeheartedly admit now: 'It was worth it!' It was worth setting off on my personal quest looking for answers to original research questions and new ones which emerged on the way.

And yet, the answers are not now so crucial. It is a journey towards them that counts more. From the very first idea about the problem worth investigating, through reading of the relevant literature and reading it again; grappling with theoretical and methodological questions; doing my first survey, my first interview, and the next ones; writing and re-writing, till reporting on the main findings and their implications. What is left is learning gained on the way and a sense of achievement, both of which would not have been felt unless the journey had been undertaken.

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APPENDICES

Appendix A. Research site

Bydgoszcz city
Higher Pedagogical School of Bydgoszcz
Double specialisation projects undertaken by the HPSB

Appendix B. Early FL teaching in Europe

Appendix C. Research tools

1. Elementary school headteacher questionnaire-English version
2. Language school headteacher questionnaire
3. Elementary school teacher questionnaire
4. Language school teacher questionnaire
5. Parent questionnaire
6. Student teacher questionnaire
7. Teacher interview schedule
8. Teacher trainer interview guide

Appendix D. Additional statistical data

Appendix E. Differences between Polish and English handwriting styles taught as part of the Early Years education

Appendices

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Appendix E. Differences between Polish and English handwriting styles taught as part of the Early Years education

Appendix C. Research tools

- 1. Elementary school headteacher questionnaire**
 - 1a. Elementary school headteacher questionnaire cover letter – Polish version*
 - 1b. Elementary school headteacher questionnaire – Polish version*
 - 1c. Elementary school headteacher questionnaire cover letter – English version*
 - 1d. Elementary school headteacher questionnaire – English version*
- 2. Language school headteacher questionnaire**
 - 2a. Language school headteacher questionnaire cover letter – Polish version*
 - 2b. Language school headteacher questionnaire – Polish version*
 - 2c. Language school headteacher questionnaire cover letter – English version*
 - 2d. Language school headteacher questionnaire – English version*
- 3. Elementary school teacher questionnaire**
 - 3a. Elementary school teacher questionnaire cover letter – Polish version*
 - 3b. Elementary school teacher questionnaire – Polish version*
 - 3c. Elementary school teacher questionnaire cover letter – English version*
 - 3d. Elementary school teacher questionnaire – English version*
- 4. Language school teacher questionnaire**
 - 4a. Language school teacher questionnaire cover letter – Polish version*
 - 4b. Language school teacher questionnaire – Polish version*
 - 4c. Language school teacher questionnaire cover letter – English version*
 - 4d. Language school teacher questionnaire – English version*
- 5. Parent questionnaire**
 - 5a. Parent questionnaire cover letter – Polish version*
 - 5b. Parent questionnaire – Polish version*
 - 5c. Parent questionnaire cover letter – English version*
 - 5d. Parent questionnaire – English version*
- 6. Teacher student questionnaire**
 - 6a. Teacher student questionnaire cover letter – Polish version*
 - 6b. Teacher student questionnaire – Polish version*
 - 6c. Teacher student questionnaire cover letter – English version*
 - 6d. Teacher student questionnaire – English version*
- 7. Teacher interview schedule**
- 8. Teacher trainer interview guide**
 - 8a. Teacher trainer interview guide – Polish version*
 - 8b. Teacher trainer interview guide – English version*
 - 8d. Results summary of Phase I of the research – Polish version.*

Note: With the exception of the teacher interviews, the Polish versions of the surveys and interview guides were used for data collection. For the sake of comparison both language versions have been copied, with the Polish version reprinted first. The original A4 paper formatting of the surveys has been resized to allow for thesis binding.



Bydgoszcz, 1999-04-12

Szanowna Pani Dyrektor / Szanowny Panie Dyrektorze!

W związku ze zmianami w ramowych planach nauczania i stworzonej możliwości nauczania języków obcych w klasach 1-3, Wyższa Szkoła Pedagogiczna w Bydgoszczy zastanawia się nad powołaniem dwuspecjalizacyjnych studiów nauczycielskich w zakresie edukacji wczesnoszkolnej i filologii obcej. Celem prowadzonych przeze mnie badań jest ustalenie jakie są potrzeby powołania takich studiów, a także zoptymalizowanie ich struktury i planów nauczania, tak by przyszli absolwenci byli jak najlepiej przygotowani do pracy z dziećmi w młodszym wieku szkolnym.

W związku z tym chciałabym skorzystać z doświadczeń z prowadzonego w latach 1990-98 obowiązkowego lub nadobowiązkowego nauczania języków obcych w klasach 1-3 w bydgoskich szkołach publicznych i niepublicznych. Państwa wypowiedzi zostaną uzupełnione o opinie nauczycieli, którzy uczą lub uczyli języków obcych w klasach 1-3, a także opinie rodziców.

Badania uzyskały aprobatę Kuratora Oświaty i Wychowania w Bydgoszczy, a także dyrektora Wydziału Oświaty Urzędu Miejskiego w Bydgoszczy. Wyniki badań w formie uogólnionego raportu zostaną przekazane w/w instytucjom i udostępnione zainteresowanym szkołom i nauczycielom. Raport zostanie także udostępniony Ministerstwu Edukacji Narodowej i innym instytucjom zajmującym się reformą kształcenia nauczycieli w Polsce.

Do ankiety dla Państwa, dołączone są trzy ankiety dla nauczycieli uczących języków obcych w klasach 1-3. W związku z faktem, że nauczanie takie było często prowadzone w ramach działalności innowacyjnej szkoły i nie mam możliwości ustalenia pełnej listy osób, które są lub były zaangażowane w nauczanie języków obcych w klasach 1-3, zwracam się z prośbą do Państwa o przekazanie tych kwestionariuszy trójgu dowolnie wybranym nauczycielom.

Dane o szkołach i nauczycielach są poufne i nie będą udostępnione osobom trzecim. Proszę zatem o pełną szczerłość w udzielaniu odpowiedzi.

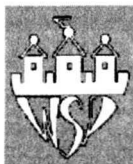
Bardzo proszę o wysłanie wypełnionych ankiet w załączonych kopertach zwrotnych w ciągu **dwóch tygodni** od otrzymania tego listu.

Wierząc, że zechcą Państwo wziąć udział w badaniach, bardzo dziękuję za współpracę.

Sylwia Wiśniewska

- autorka badań,
pracownik Katedry Anglistyki i Językoznawstwa Ogólnego
WSP w Bydgoszczy

Tel. kontaktowy: **3631038**



ANKIETA
DLA DYREKTORA SZKOŁY PODSTAWOWEJ

JEZYKI OBCE W KLASACH 1-3

Ankieta wypełniona przez (nazwisko i imię, stanowisko) _____

O SZKOLE

1. Nazwa szkoły _____

2. Liczba uczniów w roku szkolnym 1998/99 _____

3. Liczba uczniów w klasach 1-3 _____ z tego _____ w klasach 1
_____ w klasach 2
_____ w klasach 3

4. Szkoła prowadzona przez

Proszę zaznaczyć jedną opcję.

- ☐ Jednostkę administracji państwowej
☐ Jednostkę samorządu terytorialnego
☐ Organizację społeczną
☐ Organizację religijną
☐ Osobę prywatną
☐ Inne – proszę sprecyzować _____

5. Ilu języków obcych uczą się uczniowie w klasach 5-8 w Państwa szkole (nauczanie obowiązkowe)?

- ☐ Żadnego
☐ Jednego
☐ Dwóch

6. Jakie języki obce są nauczane w Państwa szkole w klasach 5-8 (nauczanie obowiązkowe)?

Proszę zaznaczyć język i liczbę klas, które są objęte nauczaniem danego języka/języków.

- ☐ Język angielski w _____ klasach
☐ Język francuski w _____ klasach
☐ Język niemiecki w _____ klasach
☐ Język włoski w _____ klasach
☐ Język hiszpański w _____ klasach
☐ Język rosyjski w _____ klasach
☐ Inne – proszę określić _____ w _____ klasach

7. Czy w latach 1990/91 – 1997/98 w państwa szkole prowadzone było nauczanie języków obcych dla dzieci z klas 1-3 (w ramach obowiązkowych zajęć, np. klas autorskich)?
Proszę opisać wg. tabeli.

NAUCZANY JĘZYK	LATA	LICZBA UCZNIÓW OBJĘTYCH PROGRAMEM (w przybliżeniu)	NAUCZYCIEL JĘZYKA OBCEGO	KONTYNUACJA
			<p>Kto uczył język obcy?</p> <p>Proszę wybrać spośród podanych opcji:</p> <p>A Nauczyciel klas 1-3 z kwalifikacjami do nauczania j. ob. (np. państwowy egzamin z j. obcego)</p> <p>B Nauczyciel klas 1-3 bez kwalifikacji do nauczania j. ob.</p> <p>C Nauczyciel j. obcego (np. anglista)</p> <p>D Nauczyciel bez kwalifikacji (np. student)</p> <p>E Inny – proszę określić</p>	<p>Czy studenci mieli możliwość kontynuować język obcy nauczany w klasach 1-3?</p> <p>Proszę wybrać spośród podanych opcji:</p> <p>A Kontynuacja j. ob. 1 w klasach 4-8</p> <p>B Ponowne rozpoczęcie nauki j. ob. 1 w klasie 5 i kontynuacja do klasy 8</p> <p>C Kontynuacja j. ob. 1 w kl. 4-8 i równoległe nauczanie j. ob. 2 w klasach 5-8</p> <p>D Brak kontynuacji j. ob. 1, nauczanie j. ob. 2 w klasach 5-8</p> <p>E Brak nauczania j. ob. w klasach 4-8.</p> <p>Informacja: j.ob.1 = pierwszy język obcy (nauczany w klasach 1-3) j.ob.2 = drugi język obcy</p>
Przykład j. angielski	1995-98	jedna klasa (32 pupilsy)	A	A

JĘZYKI OBCE W KLASACH 1-3 W ROKU SZKOLNYM 1998-99

8. Czy Państwa szkoła prowadzi w bieżącym roku szkolnym nauczanie języków obcych w klasach 1-3?

☐ Tak
☐ Nie

9. Jeśli tak, to w jaki sposób jest to zorganizowane?

Proszę zaznaczyć opcje dostępne w Państwa szkole.

- Jako przedmiot obowiązkowy
 - ☐ Zintegrowany z resztą kształcenia w kl. 1-3
 - ☐ Jako osobny przedmiot
- Jako przedmiot nadobowiązkowy (fakultatywny)
 - ☐ Dla całej klasy
 - ☐ Dla niektórych uczniów z tej samej klasy
- Jako 'końko zainteresowań' lub kurs
 - ☐ Dla uczniów z tej samej grupy wiekowej
 - ☐ Dla uczniów w różnym wieku
- Inne – proszę określić _____

10. Czy wybierają Państwo uczniów do grup/klas językowych?

☐ Tak
☐ Nie

11. Jeśli tak, to na jakiej podstawie odbywa się selekcja?
Proszę zaznaczyć.

- ☐ Wiek uczniów
☐ Znajomość języka obcego
☐ Osiągnięcia w nauce
☐ Życzenie rodziców
☐ Cena kursu
☐ Inne – proszę określić _____

12. Ilu uczniów z klas 1-3 jest objęte nauczaniem języków obcych prowadzonych przez Państwa szkołę?

_____ z czego _____ z klas 1
 _____ z klas 2
 _____ z klas 3

- ☐ dokładna liczba nie jest znana

13. Które języki obce są nauczane w klasach 1-3 w Państwa szkole?
Proszę zaznaczyć.

- ☐ Język angielski ☐ Język rosyjski
☐ Język francuski ☐ Język rosyjski
☐ Język niemiecki ☐ Inne – proszę określić _____
☐ Język włoski _____

14. Na jakiej podstawie dokonali Państwo wyboru nauczanego języka obcego?

- ☐ Życzenie rodziców
☐ Możliwość zatrudnienia nauczyciela
☐ Polityka szkoły
☐ Możliwości kontynuacji w klasach 4(5)-8
☐ Inne – proszę określić _____

15. Kto uczy języki obce w klasach 1-3?

- ☐ Nauczyciel/wychowawca klas 1-3 z kwalifikacjami do nauczania j.ob. (np. państwowy egzamin z j. obcego)
☐ Nauczyciel/wychowawca klas 1-3 bez kwalifikacji do nauczania j.ob.
☐ Nauczyciel j. obcego
☐ Nauczyciel bez kwalifikacji
☐ Inny – proszę określić _____

16. Jeśli język obcy nie jest nauczany przez nauczyciela klasy, jak ogólnie określił/a by Pani/Pan stosunek tego nauczyciela do nauczania języka obcego w jej/jego klasie?
Proszę zakreślić jedną opcję.

- ☐ Pozytywny
☐ Obojętny
☐ Negatywny
☐ Nie wiem

17. Czy uczniowie obecnie objęci nauczaniem języka obcego w klasach 1-3, będą mieli możliwość go kontynuować w klasach 4-6?

- ☐ Tak
☐ Nie
☐ Nie wiem

18. Jak długo trwają zajęcia z języka obcego?

Proszę zaznaczyć.

Jeśli w szkole są prowadzone różne formy zajęć, proszę zaznaczyć wszystkie dostępne opcje.

- | W KLASIE 1 | W KLASIE 2 | W KLASIE 3 |
|---|---|---|
| <input type="checkbox"/> 10-15 min | <input type="checkbox"/> 10-15 min | <input type="checkbox"/> 10-15 min |
| <input type="checkbox"/> 20-30 min | <input type="checkbox"/> 20-30 min | <input type="checkbox"/> 20-30 min |
| <input type="checkbox"/> 35-45 min | <input type="checkbox"/> 35-45 min | <input type="checkbox"/> 35-45 min |
| <input type="checkbox"/> 50-90 min | <input type="checkbox"/> 50-90 min | <input type="checkbox"/> 50-90 min |
| <input type="checkbox"/> 100-120 min | <input type="checkbox"/> 100-120 min | <input type="checkbox"/> 100-120 min |
| <input type="checkbox"/> więcej niż 120 min | <input type="checkbox"/> więcej niż 120 min | <input type="checkbox"/> więcej niż 120 min |

19. Jak często odbywają się lekcje języka obcego?
Proszę zaznaczyć wszystkie dostępne w szkole opcje.
- Jeśli język obcy jest nauczany w formie zintegrowanej z innymi przedmiotami w klasie 1-3 i nie ma z góry określonego planu lekcji, proszę zaznaczyć tutaj ☐*
- ☐ Raz w tygodniu
☐ 2-3 razy w tygodniu
☐ 4-5 razy w tygodniu

20. Czy pobierają Państwo opłatę za zajęcia języka obcego?
- ☐ Nie
☐ Tak
☐ Opłata jest wliczona w czesne za szkołę

21. Jeśli tak, to ile wynosi roczna opłata? _____ złotych

22. Jaki jest główny powód, że prowadzą Państwo zajęcia z języka obcego w klasach 1-3?
- ☐ Innowacja pedagogiczna
☐ 'Magnes' przyciągający uczniów do szkoły
☐ Życzenie rodziców
☐ Życzenie nauczyciela
☐ Inne – proszę określić _____

JĘZYKI OBCE W KLASACH 1-3 OD 1999

23. W świetle reformy szkolnej i ramowych planów nauczania, trzy godziny do dyspozycji dyrektora/ wychowawcy w klasach 1-3 mogą być przeznaczone na naukę języka obcego.
- ☐ Tak
☐ Nie
☐ Nie wiem

Proszę odpowiedzieć czy tak właśnie zamierzają Państwo wykorzystać te godziny? .

24. Jaki będzie główny powód, że nie wprowadzą Państwo nauczania języków obcych w klasach 1-3?
- ☐ Brak sal lekcyjnych i środków
☐ Brak odpowiednich nauczycieli
☐ Brak zainteresowania wśród rodziców uczniów
☐ Brak zainteresowania w szkole
☐ Inne – proszę określić _____

25. Jakie Państwa zdaniem są optymalne kwalifikacje nauczyciela uczącego języki obce w klasach 1-3?
- ☐ Wykształcenie wyższe (licencjat/magister edukacji wczesnoszkolnej) i kwalifikacje językowe
☐ Wykształcenie wyższe językowe (licencjat/magister filologii obcej) i szkolenie w zakresie nauczania dzieci
☐ Wykształcenie wyższe dwuspecjalizacyjne (licencjat/magister edukacji wczesnoszkolnej i filologii obcej)

26. Czy Państwa zdaniem absolwenci studiów dwuspecjalizacyjnych (w zakresie edukacji wczesnoszkolnej i filologii obcej) znaleźliby zatrudnienie w szkołach podstawowych?
- ☐ Tak, z pewnością
☐ Tak
☐ Nie
☐ Na pewno nie
☐ Nie wiem

Jeżeli chciałaby Pani/Pan coś dodać do podanych informacji, proszę to uczynić poniżej.

*** Bardzo dziękuję za wypełnienie ankiety.



Higher Pedagogical School of Bydgoszcz
Department of English
Grabowa 2, 85-601 Bydgoszcz
Phone/Fax: (052) 33411797

Bydgoszcz, 1999-04-12

Dear Sir / Madam,

Recent changes in the new Framework Curriculum have created a possibility to start a foreign language study from the first grade of the elementary school. We are afraid, however, that this idea will not be widely introduced to schools due to a lack of suitably prepared teachers. Consequently, the Higher Pedagogical School of Bydgoszcz is considering launching a new double specialisation teacher training courses in the area of early years education and FL teaching. The primary aim of the present research is to assess the demand for such studies, and to obtain information on its optimal organisation and content.

We would be grateful if you could share your opinions with us on the subject of foreign language learning, both curricular and extracurricular, provided by your schools in the years 1990-98. Your opinions will be supplemented by the information collected from teachers involved in teaching young learners, as well as the parents of children from grades 1-3.

The research has been approved by the Director of the Local Educational Authority of Bydgoszcz, and the director of the Bydgoszcz Commune Education Board. The research results will be made available in the form of a generalised report to all parties involved in the study, educational authorities, the Ministry of Education, and other institutions involved the reform of teacher training in Poland.

Enclosed with your questionnaire, you will find three questionnaire forms intended for teachers. Since early FL provision has frequently been done on the experimental basis, and a list of schools and teachers involved is not available, could you please hand in these questionnaires to three members of your staff who currently teach or taught in the past FL teaching to children from graded 1-3 in your school.

Your answers will be completely confidential and will not be disclosed to any third party.

We would be grateful if you returned the questionnaire **within two weeks** in the stamped, self-addressed envelope provided.

Thank you very much for your assistance.

Yours sincerely,

Sylwia Wiśniewska

Research fellow at the Department of English,
Higher Pedagogical School of Bydgoszcz

My contact telephone number is: **3631038**



QUESTIONNAIRE

FOREIGN LANGUAGES IN CLASSES 1-3

This questionnaire completed by (name and position) _____

ABOUT SCHOOL

1. Name of school _____

2. Number of pupils in 1998/99 _____

3. Number of pupils in classes 1-3 _____ of which _____ are in Class 1
_____ are in Class 2
_____ are in Class 3

4. School run by

Tick one.

- ☐ state
☐ commune
☐ social organisation
☐ religious organisation
☐ private person
☐ other, please specify _____

5. How many foreign languages are taught in classes 5-8 (compulsory teaching)?

- ☐ None
☐ One
☐ Two

6. What foreign languages are taught in your school as part of the compulsory curriculum in classes 5-8?

Please tick and indicate number of classes involved.

- ☐ English in _____ classes
☐ French in _____ classes
☐ German in _____ classes
☐ Italian in _____ classes
☐ Spanish in _____ classes
☐ Russian in _____ classes
☐ Other – please specify _____ in _____ classes

6. What were the projects run by your school in the period from the school year 1990/91 to 1997-98 that involved teaching foreign language in classes 1-3?
Please list.

LANGUAGE TAUGHT	YEARS OF PROJECT	NO OF PUPILS INVOLVED (approx.)	FOREIGN LANGUAGE TEACHER	FOREIGN LANGUAGE CONTINUATION
			Who taught a foreign language? Please choose one option: A Class teacher with FL qualifications B Class teacher without FL qualifications C Foreign language specialist D Teacher without qualifications E Other - please specify FL = foreign language	Were students able to continue a FL? If so how? Please choose one option: A Continued FL1 in classes 4-8 B Restarted FL1 in class 5 and continued it up till class 8 C Continued FL1 and started of FL2 in class 5 D Did not continue FL1, started of FL2 in class 5 and continued it up till class 8 E Didn't learn any FL in classes 5-8 Please note: FL1 = foreign language introduced in classes 1-3 FL2 = second foreign language introduced
Example ENGLISH	1995-98	One class (32 pupils)	A	A

FOREIGN LANGUAGES IN THE SCHOOL YEAR 1998/99

7. Does your school currently provide foreign language teaching in classes 1-3?

- ☐ Yes
☐ No

8. If yes, please specify how this is organised.
Please tick all that apply.

- As a compulsory subject
 - ☐ As a part of 'the integrated day'
 - ☐ As a separate subject
- As an extra-curricular subject
 - ☐ For the whole class
 - ☐ For some pupils attending the same class
- As a 'club' activity
 - ☐ For pupils in the same age groups
 - ☐ For pupils of different ages
- Other - please specify _____

9. Do you select students for foreign language learning? ☐ Yes
☐ No
-
10. If yes, on what basis are pupils selected for foreign language learning?
Please tick all that apply.
- ☐ Age
☐ Foreign language ability
☐ School performance
☐ Parents' wish
☐ Ability to pay
☐ Other -please specify _____
-
11. How many pupils from classes 1-3 are involved in foreign language learning? _____ of which _____ from class 1
_____ from class 2
_____ from class 3
☐ specific numbers not known
-
12. Which foreign languages are taught in classes 1-3?
Please tick all that apply.
- ☐ English ☐ Russian
☐ French ☐ Spanish
☐ German ☐ Other - please specify _____
☐ Italian _____
-
13. On what basis was the decision made about the foreign language taught?
- ☐ Parents' wish
☐ Teacher's availability
☐ School policy
☐ Accessibility of continuation in classes 5-8
☐ Other – please specify _____
-
14. Who teaches foreign languages in classes 1-3?
- ☐ Class teacher with FL qualifications
☐ Class teacher without FL qualifications
☐ Foreign language specialist
☐ Teacher without qualifications
☐ Other - please specify _____
-
15. If a regular class teacher does not teach a foreign language, how would you describe his/her attitude towards foreign language teaching? *Please tick one.*
- ☐ Favourable
☐ Noncommittal
☐ Negative
-
16. Will the pupils currently involved in the current foreign language learning have the possibility of continuing the same language in classes 4-6?
- ☐ Yes
☐ No
☐ I do not know
-
17. What is the amount of teaching time available for a foreign language per week?
- Please tick. If there are more options available on the same class level, please tick all that apply.*
- | | IN CLASS 1 | IN CLASS 2 | IN CLASS 3 |
|--|--|--|--|
| <input type="checkbox"/> 10-15 min | <input type="checkbox"/> 10-15 min | <input type="checkbox"/> 10-15 min | <input type="checkbox"/> 10-15 min |
| <input type="checkbox"/> 20-30 min | <input type="checkbox"/> 20-30 min | <input type="checkbox"/> 20-30 min | <input type="checkbox"/> 20-30 min |
| <input type="checkbox"/> 35-45 min | <input type="checkbox"/> 35-45 min | <input type="checkbox"/> 35-45 min | <input type="checkbox"/> 35-45 min |
| <input type="checkbox"/> 50-90 min | <input type="checkbox"/> 50-90 min | <input type="checkbox"/> 50-90 min | <input type="checkbox"/> 50-90 min |
| <input type="checkbox"/> 100-120 min | <input type="checkbox"/> 100-120 min | <input type="checkbox"/> 100-120 min | <input type="checkbox"/> 100-120 min |
| <input type="checkbox"/> more than 120 min | <input type="checkbox"/> more than 120 min | <input type="checkbox"/> more than 120 min | <input type="checkbox"/> more than 120 min |

18. How often are the lessons held?

Please tick all that apply.

- ☐ Once a week
☐ 2-3 times a week
☐ 4-5 times a week

If a foreign language is taught as part of an integrated early years curriculum and no specific time is scheduled, please tick here ☐

19. Is there a foreign language tuition fee?

- ☐ No
☐ Yes
☐ The fee is included in the overall school tuition fee

20. If there is a separate foreign language tuition fee, please specify annual charge. _____ PLZ

21. What was the main reason for making foreign language provision in your school?

- ☐ Innovation
☐ 'Magnet' attracting pupils
☐ Parents' wish
☐ Teachers' wish
☐ Other - please specify _____

FOREIGN LANGUAGES IN 1999 -

22. In the light of the recent education reform the headteacher may use three additional hours in classes 1-3 for foreign language instruction.

- ☐ Yes
☐ No
☐ I do not know

Please indicate if will be the case in your school.

20. What would be your main reason for not providing foreign language instruction in classes 1-3?

- ☐ Shortage of classrooms and resources
☐ Shortage of teachers
☐ Lack of interest on the side of parents
☐ Lack of interest on the side of the school
☐ Other - please specify _____

22. In your opinion, what are the necessary qualifications for teachers involved in teaching foreign languages to children aged 7-10 (classes 1-3)?

- ☐ Early years (BA/MA) diploma and FL qualifications
☐ Foreign language (BA/MA) diploma and some early years training
☐ Early years AND a foreign language (BA/MA) diploma

23. Do you think that graduates from double-specialisation teacher training (early years education and a foreign language) would find employment in primary schools?

- ☐ Yes, certainly
☐ Possibly
☐ No
☐ Certainly not
☐ I do not know

21. If you would like to add any comments, please feel free to do so.

*** Thank you for participating in this survey.



Bydgoszcz, 1999-06-07

Szanowna Pani Dyrektor / Szanowny Panie Dyrektorze!

W nawiązaniu do przeprowadzonej niedawno z Państwem ankiety telefonicznej na temat nauczycieli i nauczania języków obcych dzieci, zwracam się z ogromną prośbą o przekazanie załączonych ankiet nauczycielom uczącym dzieci w Państwa szkole.

Głównym celem badań jest zasięgnięcie opinii nauczycieli na temat celowości powołania dwukierunkowych studiów nauczycielskich w Polsce, które miałyby jak najlepiej przygotowywać nauczycieli języków obcych do pracy z małymi dziećmi. Ze względu na to, a także na ograniczony charakter prowadzonych badań postanowiliśmy skierować ankiety tylko do nauczycieli-Polaków.

Liczba załączonych ankiet odpowiada informacjom podanym naszemu ankieterowi, gdyby jednak w Państwa szkole było więcej nauczycieli-Polaków prowadzących grupy językowe dla dzieci, bardzo prosimy o telefon podany poniżej w celu uzupełnienia brakujących ankiet.

Z góry bardzo dziękuję za współpracę.

Sylwia Wiśniewska

- autorka badań,
pracownik Katedry Anglistyki i Językoznawstwa Ogólnego
WSP w Bydgoszczy

Tel. kontaktowy: **3631038**



ANKIETA

DLA DYREKTORA SZKOŁY JĘZYKOWEJ

JĘZYKI OBCE DLA DZIECI

Uwaga! Ankieta dotyczy tylko udziału dzieci w wieku poniżej 10 lat (klasy 1-3 i niżej).

Ankieta wypełniona w czasie rozmowy z

☐ dyrektorem

☐ sekretarką

OPCJONALNIE: nazwisko i imię, stanowisko _____

O SZKOLE

1. Nazwa szkoły _____
2. Szkoła działa od 19 ____
3. Ogólna liczba uczniów w roku szkolnym 1998/99 (ok.) _____
4. Jakie języki obce są nauczane w Państwa szkole?

<input type="checkbox"/> Język angielski	w ____ grupach
<input type="checkbox"/> Język francuski	w ____ grupach
<input type="checkbox"/> Język niemiecki	w ____ grupach
<input type="checkbox"/> Język włoski	w ____ grupach
<input type="checkbox"/> Język hiszpański	w ____ grupach
<input type="checkbox"/> Język rosyjski	w ____ grupach
<input type="checkbox"/> Inne – proszę określić _____	w ____ grupach

JĘZYKI OBCE DLA DZIECI

5. Czy prowadzą Państwo specjalne kursy językowe dla dzieci (poniżej 10 roku życia)?

<input type="checkbox"/> Tak	
<input type="checkbox"/> Nie	→ Jeśli nie, to na str. 4
6. Liczba uczniów wieku poniżej 10 lat (z klas 1-3) lub ilość grup dziecięcych

_____ dzieci
_____ grup
<input type="checkbox"/> dokładna liczba nie jest znana

7. Czy w ostatnich latach zaobserwowali Państwo wzrost zainteresowania kursami dla dzieci? ☐ Tak → Jeśli tak to ile grup przybyło _____
☐ Nie
-
8. Jaki jest główny powód, że prowadzą Państwo zajęcia z języka obcego dla dzieci? ☐ Innowacja pedagogiczna
☐ 'Magnes' przyciągający uczniów do szkoły
☐ Życzenie rodziców
☐ Życzenie nauczyciela
☐ Inne – proszę określić _____
-
9. Ile jest grup dla dzieci w wieku poniżej 10 lat i jakich uczą się języków? ☐ Język angielski _____ grup
☐ Język francuski _____ grup
☐ Język niemiecki _____ grup
☐ Język włoski _____ grup
☐ Język hiszpański _____ grup
☐ Język rosyjski _____ grup
☐ Inne – proszę określić _____ grup
- Proszę określić wszystkie dostępne opcje.*
-
10. Na jakiej podstawie dokonali Państwo wyboru nauczanego języka obcego? ☐ Życzenie rodziców
☐ Możliwość zatrudnienia nauczyciela
☐ Polityka szkoły
☐ Możliwości kontynuacji na wyższych stopniach
☐ Inne – proszę określić _____
-
11. Czy wybierają Państwo uczniów do grup/klas językowych? ☐ Tak
☐ Nie
-
12. Jeśli tak, to na jakiej podstawie odbywa się selekcja? ☐ Wiek uczniów
Proszę zaznaczyć: ☐ Znajomość języka obcego
☐ Osiągnięcia w nauce
☐ Życzenie rodziców
☐ Cena kursu
☐ Inne – proszę określić _____
-
13. Jakie poziomy językowe oferują Państwo dla dzieci? ☐ '1' Początkujący (beginners)
☐ '2' Post-początkujący (pre-intermediate, false-beginners)
☐ '3' Średnio-zaawansowani (intermediate)
☐ '4' Post-intermediate
☐ '5' Zaawansowani (advanced)
-
14. Czy dzieci obecnie objęte nauczaniem języka obcego, będą miały możliwość jego kontynuacji? ☐ Tak, w grupach dziecięcych
☐ Tak, w grupach ogólnych
☐ Nie
☐ Nie wiem

15. Jaki jest tygodniowy wymiar nauczanego języka obcego w grupach dla dzieci?

Proszę zaznaczyć.

Jeśli w szkole są prowadzone różne formy zajęć, proszę zaznaczyć wszystkie dostępne opcje.

Opcja 1

- ☐ 10-15 min
☐ 20-30 min
☐ 35-45 min
☐ 50-90 min
☐ 100-120 min
☐ więcej niż 120 min

Opcja 2

- ☐ 10-15 min
☐ 20-30 min
☐ 35-45 min
☐ 50-90 min
☐ 100-120 min
☐ więcej niż 120 min

Opcja 3

- ☐ 10-15 min
☐ 20-30 min
☐ 35-45 min
☐ 50-90 min
☐ 100-120 min
☐ więcej niż 120 min

16. Jak często odbywają się lekcje języka obcego?

Proszę zaznaczyć wszystkie dostępne w szkole opcje.

- ☐ Raz w tygodniu
☐ 2-3 razy w tygodniu
☐ 4-5 razy w tygodniu

17. Jeśli tak, to ile wynosi roczna opłata?

___ złotych

18. Od czego jest uzależniona opłata za kurs?

- ☐ Wielkość grupy
☐ Częstotliwość i długość zajęć
☐ Nauczyciel (native speaker droższy)
☐ Inne – proszę określić _____

19. Ilu nauczycieli uczy w Państwa szkole grupy dla dzieci?

20. Kto uczy języków obcych w klasach 1-3?

- ☐ Nauczyciel/wychowawca klas 1-3 z kwalifikacjami do nauczania j.ob. (np. państwowy egzamin z j. obcego)
☐ Nauczyciel/wychowawca klas 1-3 bez kwalifikacji do nauczania j.ob.
☐ Nauczyciel j. obcego (np. anglista)
☐ Nauczyciel języka obcego ze specjalnymi kwalifikacjami do nauczania dzieci
 Proszę określić _____
☐ Native-speaker kwalifikacje do nauczania?
 Jak? ☐ TEFL Inne _____
 do nauczania dzieci? Jak? _____
☐ Nauczyciel bez kwalifikacji (np. student)
☐ Inny – proszę określić _____

21. Jakie Państwa zdaniem są optymalne kwalifikacje nauczyciela uczącego języków obcych w grupach dla dzieci?

- ☐ Wykształcenie wyższe (licencjat/magister) w zakresie edukacji wczesnoszkolnej i kwalifikacje językowe
☐ Wykształcenie wyższe językowe (licencjat/magister filologii obcej) i szkolenie w zakresie nauczania dzieci
☐ Wykształcenie wyższe dwuspecjalizacyjne (licencjat/magister edukacji wczesnoszkolnej i filologii obcej)

22. Czy Państwa zdaniem absolwenci studiów dwuspecjalizacyjnych (w zakresie edukacji wczesnoszkolnej i filologii obcej) znaleźliby zatrudnienie w Państwa szkole?

- ☐ Tak, z pewnością
☐ Tak
☐ Nie
☐ Na pewno nie
☐ Nie wiem

BRAK JĘZYKÓW OBCYCH DLA DZIECI

23. Jaki jest główny powód, że nie prowadzą Państwo nauczania języków obcych dla dzieci?
- ☐ Brak sal lekcyjnych i środków
 - ☐ Brak odpowiednich nauczycieli
 - ☐ Brak zainteresowania wśród rodziców uczniów
 - ☐ Brak zainteresowania w szkole (dyrekcji, nauczycieli)
 - ☐ Inne - proszę określić _____
-
24. Czy jeśli dotychczas nie prowadzili Państwo grup językowych dla dzieci to czy mają Państwo w planach uczynić to w przyszłym roku?
- ☐ Tak
 - ☐ Nie
 - ☐ Nie wiem
-
25. Od czego będzie uzależniona Państwa decyzja?
- ☐ Dostępnością sal lekcyjnych i środków
 - ☐ Dostępnością odpowiednich nauczycieli
 - ☐ Zainteresowaniem wśród rodziców uczniów
 - ☐ Zainteresowaniem w szkole (dyrekcji, nauczycieli)
 - ☐ Inne - proszę określić _____
-
26. Czy w ostatnich latach zaobserwowali Państwo wzrost zainteresowania kursami dla dzieci?
- ☐ Tak
 - ☐ Nie
-
27. Jakie Państwa zdaniem są optymalne kwalifikacje nauczyciela uczącego języków obcych w grupach dla dzieci?
- ☐ Wykształcenie wyższe (licencjat/magister) w zakresie edukacji wczesnoszkolnej i kwalifikacje językowe
 - ☐ Wykształcenie wyższe językowe (licencjat/magister filologii obcej) i szkolenie w zakresie nauczania dzieci
 - ☐ Wykształcenie wyższe dwuspecjalizacyjne (licencjat/magister edukacji wczesnoszkolnej i filologii obcej)
-
28. Czy Państwa zdaniem absolwenci studiów dwuspecjalizacyjnych (w zakresie edukacji wczesnoszkolnej i filologii obcej) znaleźliby zatrudnienie w Państwa szkole?
- ☐ Tak, z pewnością
 - ☐ Tak
 - ☐ Nie
 - ☐ Na pewno nie
 - ☐ Nie wiem

Czy chciałaby Pani/Pan coś dodać do podanych informacji?

Pragniemy poszerzyć badania przeprowadzone wśród nauczycieli uczących języków obcych w klasach 1-3 w szkołach podstawowych.

Czy zgodzi się Pan/Pani na przekazanie ankiet dla nauczycieli uczących w grupach dziecięcych je?

- ☐ Tak
- ☐ Nie

*** Bardzo dziękuję wzięcie udziału w badaniach.



Higher Pedagogical School of Bydgoszcz
Department of English
Grabowa 2, 85-601 Bydgoszcz
Phone/Fax: (052) 33411797

Bydgoszcz, 1999-06-07

Dear Sir / Madam,

With reference to the telephone survey asking for your views on early foreign language teaching, we are enclosing questionnaires forms, which as agreed, should be dispatched among teachers involved in providing teaching to young children in your school.

The primary aim of the present research is to assess the demand for a new double specialization teacher training courses in the area of Early Years education and FL teaching. Due to the limited scope of the study, we have decided to involve only teachers of Polish citizenship.

The number of the questionnaire forms enclosed corresponds the information provided during the telephone survey. If by some chance there were more teachers in your school involved in teaching children groups, please call me on the telephone number provided and I will send you some extra copies.

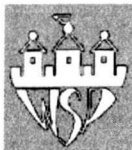
Thank you very much for your assistance.

Yours sincerely,

Sylwia Wiśniewska

Research fellow at the Department of English,
Higher Pedagogical School of Bydgoszcz

My contact telephone number is: **3631038**



LANGUAGE SCHOOL HEADTEACHER
QUESTIONNAIRE

FOREIGN LANGUAGES FOR CHILDREN

Note: Only about learners below the age of 10 (classes 1-3 and below).

This questionnaire completed with

☐ school headteacher

☐ secretary

OPTIONAL: name and position of the interviewee _____

ABOUT SCHOOL

1. Name of school _____

2. School established in _____

3. Number of pupils attending foreign language courses in 1998/99 (approx.) _____

4. What foreign languages are taught in your school?

☐ English in _____ groups

☐ French in _____ groups

☐ German in _____ groups

Please tick and indicate number of groups involved.

☐ Italian in _____ groups

☐ Spanish in _____ groups

☐ Russian in _____ groups

☐ Other – please specify _____ in _____ groups

FOREIGN LANGUAGES FOR CHILDREN

5. Does your school currently provide early foreign language instruction (i.e. for children younger than 10 years old?)

☐ Yes

☐ No _____ → if not, go to page 4

6. How many children from classes 1-3 are involved in foreign language instruction?

_____ pupils

_____ groups

☐ specific numbers not known

7. Have you observed increase in the interest in early foreign provision in the last years? ☐ Yes
☐ No
-
8. What was the main reason for making early foreign language provision in your school? ☐ Innovation
☐ 'Magnet' attracting pupils
☐ Parents' wish
☐ Teachers' wish
☐ Other - please specify _____
-
9. What foreign languages are taught in your school to young children? ☐ English in ____ groups
☐ French in ____ groups
☐ German in ____ groups
Please tick and indicate number of groups involved. ☐ Italian in ____ groups
☐ Spanish in ____ groups
☐ Russian in ____ groups
☐ Other – please specify _____ in ____ groups
-
10. On what basis was the decision made about the foreign language taught? ☐ Parents' wish
☐ Teacher's availability
☐ School policy
☐ Accessibility of continuation in classes 5-8
☐ Other – please specify _____
-
11. Do you select students for foreign language learning? ☐ Yes
☐ No
-
12. If yes, on what basis are pupils selected for foreign language learning? ☐ Age
☐ Foreign language ability
Please tick all that apply. ☐ School performance
☐ Parents' wish
☐ Ability to pay
☐ Other -please specify _____
-
13. What language level groups are available to children in your school? ☐ Beginners
☐ Pre-intermediate & false-beginners
☐ Intermediate
☐ Post-intermediate
☐ Advanced
-
14. Will the pupils currently involved in the current foreign language learning have the possibility of continuing the same language in classes 4-6? ☐ Yes, in children groups
☐ Yes, in general groups
☐ No
☐ I do not know

15. What is the amount of teaching time available for a foreign language per week?

Please tick. If there are more options available on the same class level, please tick all that apply.

OPTION 1

- ☐ 10-15 min
☐ 20-30 min
☐ 35-45 min
☐ 50-90 min
☐ 100-120 min
☐ more than 120 min

OPTION 2

- ☐ 10-15 min
☐ 20-30 min
☐ 35-45 min
☐ 50-90 min
☐ 100-120 min
☐ more than 120 min

OPTION 3

- ☐ 10-15 min
☐ 20-30 min
☐ 35-45 min
☐ 50-90 min
☐ 100-120 min
☐ more than 120 min

16. How often are the lessons held?

Please tick all that apply.

OPTION 1

- ☐ Once a week
☐ 2-3 times a week
☐ 4-5 times a week

OPTION 2

- ☐ Once a week
☐ 2-3 times a week
☐ 4-5 times a week

17. What is the annual tuition fee?

___ PLZ

18. What does the fee depend on?

- ☐ Group size
☐ Lesson frequency and length
☐ Teacher (native speaker more expensive?)
☐ Other, please specify _____

19. How many teachers are involved in teaching foreign languages to young children in your school?

20. Who teaches foreign languages young children in your school?

- ☐ Class teacher with FL qualifications
☐ Class teacher without FL qualifications
☐ Foreign language specialist
☐ Foreign language specialist with special qualifications to teach children.
Please specify _____
☐ Foreign language native speaker without teaching qualifications _____
with qualifications to teach a FL _____
with qualifications to teach children _____
☐ Teacher without qualifications
☐ Other - please specify _____

21. In your opinion, what are the optimal qualifications for teachers involved in teaching foreign languages to children?

- ☐ Early years (BA/MA) diploma and some FL training
☐ Foreign language (BA/MA) diploma and some early years training
☐ Early years AND a foreign language (BA/MA) diploma

22. Do you think that graduates from double-specialisation teacher training (early years education and a foreign language) would find employment in primary schools?

- ☐ Yes, certainly
☐ Possibly
☐ No
☐ Certainly not
☐ I do not know

NO EARLY FOREIGN LANGUAGE PROVISION

23. What are the main reasons for not providing foreign language instruction to children in your school?
- ☐ Shortage of classrooms and resources
 - ☐ Shortage of teachers
 - ☐ Lack of interest on the side of parents
 - ☐ Lack of interest on the side of the school
 - ☐ Other – please specify _____
-
24. If you have not provided foreign language courses for young children this year, are planning to do so in the coming year?
- ☐ Yes
 - ☐ No
 - ☐ I do not know
-
25. Have you observed increase in the interest in early foreign provision in the last years?
- ☐ Yes
 - ☐ No
-
26. In your opinion, what are the optimal qualifications for teachers involved in teaching foreign languages to children ?
- ☐ Early years (BA/MA) diploma and some FL training
 - ☐ Foreign language (BA/MA) diploma and some early years training
 - ☐ Early years AND a foreign language (BA/MA) diploma
-
27. Do you think that graduates from double-specialisation teacher training (early years education and a foreign language) would find employment in primary schools?
- ☐ Yes, certainly
 - ☐ Possibly
 - ☐ No
 - ☐ Certainly not
 - ☐ I do not know
-

If you would like to add any comments, please feel free to do so.

This survey is a part of a wider research. We are planning to follow it and the surveys already conducted among headteachers and foreign language teachers from elementary schools with a survey among foreign language teachers involved in teaching languages to children in language schools.

Will you agree to assist in questionnaire distribution among the teachers employed in your school?

- ☐ Yes
- ☐ No

*** Thank you for participating in this survey.

WYŻSZA SZKOŁA PEDAGOGICZNA W BYDGOSZCZY

Katedra Anglistyki i Językoznawstwa Ogólnego

ul. Grabowa 2, 85-601 Bydgoszcz

Tel/fax. (052) 33411797



Bydgoszcz, 1999-04-12

Szanowne Koleżanki i Koledzy!

W związku ze zmianami w ramowych planach nauczania i stworzonej możliwości nauczania języków obcych w klasach 1-3, Wyższa Szkoła Pedagogiczna w Bydgoszczy zastanawia się nad powołaniem dwuspecjalizacyjnych studiów nauczycielskich w zakresie edukacji wczesnoszkolnej i filologii obcej. Celem prowadzonych przeze mnie badań jest ustalenie jakie są potrzeby powołania takich studiów, a także zoptymalizowanie ich struktury i planów nauczania, tak by przyszli absolwenci byli jak najlepiej przygotowani do pracy z dziećmi w młodszym wieku szkolnym.

Celem badań nie jest ocena jakości nauczanych języków obcych, lecz wykorzystanie opinii nauczycieli, którzy zdecydowali się na uczenie dzieci w młodszym wieku szkolnym. Ponieważ mało wiadomo na temat sukcesów i porażek nauczycieli, a także jak powinno wyglądać kształcenie nauczycieli języków obcych do pracy z małymi dziećmi zwracam się do Was z prośbą o podzielenie się swoimi doświadczeniami na temat prowadzonego przez Was obowiązkowego lub nadobowiązkowego nauczania języków obcych w klasach 1-3 w bydgoskich szkołach publicznych i niepublicznych w latach 1990-99. Wasze wypowiedzi zostaną uzupełnione o opinie dyrektorów szkół, a także rodziców dzieci z obecnych klas 1-3 na temat potrzeb i kształtu nauczania języków obcych dzieci.

Ze względu na przewagę kobiet wśród nauczycieli klas 1-3 i by utrzymać klarowność ankiety, użyłam w niej formy "Pani". Z tego względu przepraszam wszystkich Panów nauczycieli, którzy wezmą udział w badaniach.

Niektóre wątki z ankiety zostaną pogłębione poprzez wywiady z kilkunastoma nauczycielami. Do ankiety jest zatem dołączona kartka ze zgodą na taki dodatkowy kontakt i szczegółami jak chcą Państwo by się z nimi skontaktować. Przed ostateczną zgodą na udzielenie wywiadu prześlę Państwu listę zagadnień, które chciałabym w nim poruszyć. Proszę zatem o przychylenie się do mojej prośby i wzięcie w nich udziału.

Ankieta jest anonimowa i dane w nich zawarte zostaną wykorzystane tylko do celów naukowych. Proszę zatem o pełną szczerzość w udzielaniu odpowiedzi.

Badania uzyskały aprobatę kuratora Oświaty i Wychowania w Bydgoszczy, a także dyrektora Wydziału Oświaty Urzędu Miejskiego w Bydgoszczy. Wyniki badań w formie uogólnionego raportu zostaną przekazane w/w instytucjom i udostępnione zainteresowanym szkołom i nauczycielom. Raport zostanie także udostępniony Ministerstwu Edukacji Narodowej i innym instytucjom zajmującym się reformą kształcenia nauczycieli w Polsce.

Bardzo proszę o wysłanie wypełnionych ankiet w załączonych kopertach zwrotnych w ciągu **dwóch tygodni** od otrzymania tego listu.

Wierząc, że zechcą Państwo wziąć udział w badaniach, bardzo dziękuję za współpracę.

Sylwia Wiśniewska

- autorka badań,
pracownik Katedry Anglistyki i Językoznawstwa Ogólnego
WSP w Bydgoszczy

Tel. kontaktowy: 3631038



ANKIETA DLA NAUCZYCIELA

JĘZYKI OBCE W KLASACH 1-3

D A N E

1. Płeć <i>Proszę zaznaczyć.</i>	<input type="checkbox"/> Kobieta <input type="checkbox"/> Mężczyzna	
2. Wiek	<input type="checkbox"/> 19-21 <input type="checkbox"/> 22-24 <input type="checkbox"/> 25-27 <input type="checkbox"/> 28-31 <input type="checkbox"/> 32-35	<input type="checkbox"/> 36-40 <input type="checkbox"/> 41-45 <input type="checkbox"/> 46-50 <input type="checkbox"/> 51-55 <input type="checkbox"/> 56-60 <input type="checkbox"/> ponad 60
3. Czy obecnie uczy Pani języka obcego w klasach 1-3?	<input type="checkbox"/> Tak <input type="checkbox"/> Nie	
4. Jeśli nie, to kiedy Pani uczyła? (<i>Proszę podać lata</i>)	_____	
5. Jakich języków obcych uczy/uczyła Pani? <i>Proszę zaznaczyć.</i>	<input type="checkbox"/> Języka angielskiego <input type="checkbox"/> Języka francuskiego <input type="checkbox"/> Języka niemieckiego <input type="checkbox"/> Języka rosyjskiego <input type="checkbox"/> Języka włoskiego <input type="checkbox"/> Języka hiszpańskiego <input type="checkbox"/> Inne – proszę określić _____	
6. Jakie kwalifikacje posiada Pani do		
a) uczenia dzieci w klasach 1-3	_____ _____ _____	
b) uczenia języków obcych	_____ _____	

7. Jeśli nie posiada Pani kwalifikacji do nauczania języków obcych, czy zamierza Pani w najbliższym czasie uzupełnić kwalifikacje?
- Proszę zaznaczyć jedną opcję.*
- ☐ Tak
☐ Możliwe, że tak
☐ Najprawdopodobniej nie
☐ Na pewno nie
☐ Nie wiem

8. Ile lat wynosi Pani staż pacy? _____ lat

9. Ile lat pracuje Pani w zawodzie nauczyciela?
- Proszę określić.*
- _____ lat jako nauczyciel/ wychowawca w przedszkolu
 _____ lat jako nauczyciel/wychowawca w klasach 1-3
 _____ lat jako nauczyciel języków obcych w przedszkolu
 _____ lat jako nauczyciel języków obcych w klasach 1-3
 _____ lat jako nauczyciel języków obcych w klasach 5-8
 _____ lat jako nauczyciel języków obcych w szkole średniej
 _____ lat jako nauczyciel języków obcych w szkole wyższej
 _____ lat jako nauczyciel języków obcych na kursach dla młodzieży i dorosłych
 _____ lat jako nauczyciel języków obcych dzieci (kursy i korepetycje)

Inne – proszę określić:

_____ lat jako _____

10. Jak oceniłaby Pani swoje kompetencje w nauczonym języku obcym?

Proszę zakreślić.

Jeśli uczy Pani więcej niż jeden język obcy proszę określić język i uzupełnić sekcję 2.

Język : _____	SLABO	NIEZŁE	DOBRZE	B DOBRZE
Mówienie	1	2	3	4
Rozumienie ze słuchu	1	2	3	4
Czytanie	1	2	3	4
Pisanie	1	2	3	4
Poprawność gramat.	1	2	3	4
Słownictwo	1	2	3	4
Wymowa	1	2	3	4

Sekcja 2

Język: _____	SLABO	NIEZŁE	DOBRZE	B DOBRZE
Mówienie	1	2	3	4
Rozumienie ze słuchu	1	2	3	4
Czytanie	1	2	3	4
Pisanie	1	2	3	4
Poprawność gramat.	1	2	3	4
Słownictwo	1	2	3	4
Wymowa	1	2	3	4

11. Czy zna Pani inne języki obce poza tym, którego Pani naucza?

Proszę zakreślić stopień kompetencji językowej (wg własnej oceny).

	SLABO	NIEZŁE	DOBRZE	B DOBRZE
Język angielski	1	2	3	4
Język francuski	1	2	3	4
Język niemiecki	1	2	3	4
Język rosyjski	1	2	3	4
Język włoski	1	2	3	4
Język hiszpański	1	2	3	4
Inne _____	1	2	3	4
Inne _____	1	2	3	4

15. Na co zwraca Pani największą uwagę w nauczaniu języków obcych dzieci?

Proszę uporządkować od 1 do 7, od '1' obok tej umiejętności, której poświęca Pani najmniejszą uwagę, aż do '7' - umiejętności, której poświęca Pani największą uwagę.

- ☐ Mówienie
- ☐ Rozumienie ze słuchu
- ☐ Czytanie
- ☐ Pisanie
- ☐ Poprawność gramatyczną
- ☐ Rozwijanie słownictwa
- ☐ Rozwijanie poprawnej wymowy

16. W jakim stopniu korzysta Pani z języka polskiego na lekcjach?

Proszę zaznaczyć jedną opcję.

- ☐ Nigdy.
- ☐ Rzadko, tylko by wyjaśnić trudniejsze słownictwo lub gramatykę.
- ☐ Kiedykolwiek zachodzi taka potrzeba.
- ☐ Większość lekcji odbywa się w języku polskim.

17. W jakiej kolejności wprowadza Pani formy mówione (mówienie i słuchanie) i pisane (czytanie i pisanie)?

Proszę zaznaczyć jedną opcję.

- ☐ Dzieci uczą się form mówionych języka obcego zanim poznają formy pisane.
- ☐ Dzieci uczą się form mówionych języka obcego przed formami pisanyymi, ale zasadniczo uczą się form mówionych i pisanych jednocześnie.
- ☐ Dzieci uczą się form pisanych języka obcego przed formami mówionymi, ale zasadniczo uczą się form mówionych i pisanych jednocześnie.
- ☐ Dzieci uczą się czytać i pisać w języku obcym zanim nauczą się mówić i rozumieć.

18. W jaki sposób uczy Pani gramatyki języka obcego?

Proszę zakreślić opcję, która najlepiej obrazuje Pani metodę.

- ☐ Dzieci formalnie poznają reguły gramatyczne, a potem stosują je w ćwiczeniach, np. w tłumaczeniu z jednego języka na drugi.
- ☐ Dzieci uczą się mówić i rozumieć poprzez naśladowanie nauczyciela; naśladowując poprawny model uczą się mówić gramatycznie, tak samo jak uczyły się języka ojczystego.
- ☐ Dzieci uczą się gramatyki zarówno poprzez indukcję jak i dedukcję; język obcy jest uczony poprzez imitację i ćwiczenia, zaraz potem dzieci poznają odpowiednie reguły gramatyczne, których celem jest wspomaganie poprawności gramatycznej.

19. Jak uczy Pani poprawnej wymowy?

Proszę zakreślić opcję, która najlepiej obrazuje Pani metodę.

- ☐ Poprzez powtarzanie (za mną lub kasetą) dźwięków, słów lub zdań.
- ☐ Poprzez powtarzanie oraz wyjaśnianie jak wymawiać poszczególne dźwięki, słowa lub zdania.
- ☐ Poprzez naukę piosenek, wierszyków i czytanie na głos.
- ☐ Nie poświęcam nauce wymowy specjalnego czasu.

20. Z jakich pomocy dydaktycznych korzysta Pani na lekcjach języka obcego?

Proszę zakreślić.

NIGDY
CZASAMI
CZĘSTO
B. CZĘSTO

1 w ogóle nie korzystam
2 czasami, sporadycznie
3 często, kiedy tylko mam potrzebę lub możliwości
4 bardzo często, jako integralna część mojej pracy

	NIGDY	CZASAMI	CZĘSTO	B. CZĘSTO
1 Tablica i kreda	1	2	3	4
2 Podręcznik	1	2	3	4
3 Karty pracy	1	2	3	4
4 Rysunki, zdjęcia	1	2	3	4
5 Rekwizyty (np. zabawki, ubrania, jedzenie)	1	2	3	4
6 Książki informacyjne (np. encyklopedie, słowniki)	1	2	3	4
7 Filmy (np. kreskówki)	1	2	3	4
8 Marionetki i kukielki	1	2	3	4
9 Nagrania piosenek i wierszyków	1	2	3	4
10 Książeczki dla dzieci (w j. ob.)	1	2	3	4
11 Gry planszowe	1	2	3	4
12 Specjalnie przygotowane gry (Bingo, krzyżówki, itp.)	1	2	3	4
13 Plansze i tablice	1	2	3	4
14 Liczmany	1	2	3	4
15 Układanki	1	2	3	4
16 Instrumenty muzyczne	1	2	3	4
17 Magazyny i czasopisma dla dzieci (w j. ob.)	1	2	3	4
18 Komputery wraz z oprogramowaniem (proszę podać przykłady)	1	2	3	4
19 Inne - proszę określić _____	1	2	3	4
20 _____	1	2	3	4

NAUCZYCIEL JĘZYKÓW OBCYCH W KLASACH 1-3

21. Jakie elementy związane z osobą nauczyciela języka obcego w klasach 1-3 uważa Pani za najważniejsze ?

Proszę umieścić cyfry od 1 do 5, z '5' jako najważniejszym, Pani zdaniem, elementem.

- ☐ Doświadczenie
- ☐ Osobowość
- ☐ Znajomość języka obcego
- ☐ Kompetencja w pedagogice wczesnoszkolnej
- ☐ Znajomość faz rozwojowych dziecka i psychologii wczesnoszkolnej
- ☐ Znajomość i użycie odpowiednich metod i technik pracy
- ☐ Znajomość i użycie odpowiednich pomocy dydaktycznych
- ☐ Zdolności artystyczne (umiejętności wokalne, plastyczne, itp.)
- ☐ Umiejętność nawiązania kontaktu z dziećmi
- ☐ Umiejętność nawiązania kontaktu z rodzicami dzieci
- ☐ Inne – proszę określić _____

22. Kto, Pani zdaniem, posiada najlepsze kwalifikacje do nauczania języków obcych w klasach 1-3?

Proszę zakreślić jedną opcję.

- ☐ Nauczyciel/wychowawca klas 1-3
- ☐ Nauczyciel/wychowawca klas 1-3 znający język obcy
- ☐ Nauczyciel/wychowawca klas 1-3 z kwalifikacjami do nauczania języka obcego
- ☐ Nauczyciel języka obcego
- ☐ Nauczyciel języka obcego przeszkolony do pracy z dziećmi
- ☐ Nauczyciel języka obcego z kwalifikacjami do nauczania w klasach 1-3
- ☐ Rodzimy użytkownik języka (native speaker)

23. Czy myśli Pani, że powołanie studiów dwuspecjalizacyjnych (w zakresie pedagogiki wczesnoszkolnej i filologii obcej) to dobry pomysł?
- ☐ Tak
☐ Nie

24. Proszę zakreślić wszystkie NAJWAŻNIEJSZE przedmioty, które Pani zdaniem powinny się znaleźć w programie studiów dwuspecjalizacyjnych (w zakresie pedagogiki wczesnoszkolnej i filologii obcej).

JĘZYK OBCY	PEDAGOGIKA WCZESNOSZKOLNA	OGÓLNE
<input type="checkbox"/> Mówienie	<input type="checkbox"/> Pedagogika wczesnoszkolna	<input type="checkbox"/> Historia edukacji
<input type="checkbox"/> Rozumienie ze słuchu	<input type="checkbox"/> Edukacja językowa	<input type="checkbox"/> Teoria edukacji
<input type="checkbox"/> Czytanie	<input type="checkbox"/> Edukacja matematyczna	<input type="checkbox"/> Teoria wychowania
<input type="checkbox"/> Pisanie	<input type="checkbox"/> Edukacja ekologiczna	<input type="checkbox"/> Podstawy edukacji
<input type="checkbox"/> Tłumaczenie	<input type="checkbox"/> Pedagogika przedszkolna z metodyką	<input type="checkbox"/> Psychologia
<input type="checkbox"/> Gramatyka	<input type="checkbox"/> Metodyka kształcenia polonistycznego	<input type="checkbox"/> Filozofia edukacji
<input type="checkbox"/> Słownictwo	<input type="checkbox"/> Metodyka kształcenia matematycznego	<input type="checkbox"/> Socjologia
<input type="checkbox"/> Wymowa (fonetyka i fonologia)	<input type="checkbox"/> Metodyka środowiska społ.-przyrod.	<input type="checkbox"/> Prawo a edukacja
<input type="checkbox"/> Metodyka nauczania j. ob.	<input type="checkbox"/> Edukacja plastyczna z metodyką	<input type="checkbox"/> Wychowanie dziecka w środowisku społ.
<input type="checkbox"/> Akwizycja (uczenie się) j. ob. w dzieciństwie	<input type="checkbox"/> Edukacja muzyczna z metodyką	<input type="checkbox"/> Diagnostyka i terapia pedagogiczna
<input type="checkbox"/> Historia literatury	<input type="checkbox"/> Edukacja techniczna z metodyką	<input type="checkbox"/> Informatyka (w edukacji)
<input type="checkbox"/> Literatura dziecięca	<input type="checkbox"/> Edukacja wychowania fizycznego	<input type="checkbox"/> Biomedyczne podstawy rozwoju i wychowania
<input type="checkbox"/> Historia krajów obcojęzycznych	<input type="checkbox"/> Kontrola i ocena osiągnięć ucznia	<input type="checkbox"/> Warsztaty muzyczne
<input type="checkbox"/> Realizacja i kultura	<input type="checkbox"/> Programy szkolne i planowanie dydaktyczne	<input type="checkbox"/> Warsztaty plastyczne
<input type="checkbox"/> Lingwistyka	<input type="checkbox"/> Kierowanie pracą uczniów	<input type="checkbox"/> Warsztaty teatralne
<input type="checkbox"/> Językoznawstwo	<input type="checkbox"/> Tworzenie i użycie środków dydaktycznych	<input type="checkbox"/> Inne _____
<input type="checkbox"/> Inne _____	<input type="checkbox"/> Inne _____	

25. Jeżeli miałaby Pani ocenić swoje własne przygotowanie w szkole wyższej do pracy z dziećmi w klasach 1-3, jakich ważnych elementów zabrakło w Pani kształceniu?

1 _____

2 _____

3 _____

4 _____

5 _____

Proszę określić pięć najważniejszych.

26. Jeżeli chciałaby Pani coś dodać do podanych informacji, proszę to uczynić poniżej.

*** Bardzo dziękuję za wypełnienie ankiety.



Higher Pedagogical School of Bydgoszcz
Department of English
Grabowa 2, 85-601 Bydgoszcz
Phone/Fax: (052) 33411797

Bydgoszcz, 1999-04-12

Dear colleagues,

Recent changes in the new Framework Curriculum have created a possibility to start a foreign language study from the first grade of the elementary school. We are afraid, however, that this idea will not be widely introduced to schools due to a lack of suitably prepared teachers. Consequently, the Higher Pedagogical School of Bydgoszcz is considering launching a new double specialization teacher training courses in the area of early years education and FL teaching. The primary aim of the present research is to assess the demand for such studies, and to obtain information on its optimal organization and content.

The aim of this research is not to assess the quality of current provision, but to make use of experiences of teachers who currently are or were in the past involved in teaching foreign languages to younger learners. Hardly anything is known about their successes and disappointments, as well as the forms of teacher education which would suit their needs best, thus we would be grateful if you could share your views on this topics. Your opinions will be supplemented by the information collected from elementary and language schools headteachers, as well as the parents of children from grades 1-3.

Due to the fact that most Early Years teachers are women, we have decided to refer to you as 'Mrs'. Consequently our sincere apologies go to all male-teachers who happen to reply to the questionnaire.

We wish to deepen some of the themes address by the present questionnaire in a follow-up individual interview. Should you wish to take part in it, please fill in the attached slip. Before you make a final consent to an interview, you will be sent a list of questions which we would like to address.

The survey is anonymous and all information provided by you will be treated as confidential. Therefore you are asked to complete this questionnaire sincerely.

The research has been approved by the Director of the Local Educational Authority of Bydgoszcz, and the director of the Bydgoszcz Commune Education Board. The research results will be made available in the form of a generalized report to all parties involved in the study, educational authorities, the Ministry of Education, and other institutions involved the reform of teacher training in Poland.

We would be grateful if you returned the questionnaire **within two weeks** in the stamped, self-addressed envelope provided.

Thank you very much for your assistance.

Yours sincerely,

Sylwia Wiśniewska

Research fellow at the Department of English,
Higher Pedagogical School of Bydgoszcz

My contact telephone number is: **3631038**



QUESTIONNAIRE FOR TEACHERS OF FOREIGN LANGUAGES IN CLASSES 1-3

This questionnaire completed by (name and title) _____

Are you currently involved in teaching a foreign language in classes 1-3? ☐ Yes ☐ No

If not, when were you involved? (*Please give dates*) _____

Would you like to participate in a follow-up interview? ☐ Yes ☐ No

ABOUT YOU

1. Are you ☐ A female
Please tick. ☐ A male

2. What is your age?
- | | |
|--------------------------------|----------------------------------|
| <input type="checkbox"/> 19-21 | <input type="checkbox"/> 36-40 |
| <input type="checkbox"/> 22-24 | <input type="checkbox"/> 41-45 |
| <input type="checkbox"/> 25-27 | <input type="checkbox"/> 46-50 |
| <input type="checkbox"/> 28-31 | <input type="checkbox"/> 51-55 |
| <input type="checkbox"/> 32-35 | <input type="checkbox"/> 56-60 |
| | <input type="checkbox"/> over 60 |

2. What foreign languages do you teach?
Please tick ALL that apply.
- | |
|---|
| <input type="checkbox"/> English |
| <input type="checkbox"/> French |
| <input type="checkbox"/> German |
| <input type="checkbox"/> Russian |
| <input type="checkbox"/> Italian |
| <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Other – please specify _____ |

3. What formal qualifications do you have

a) to teach children _____

b) to teach foreign languages _____

4. If you do not have full teaching qualifications to teach a foreign language, how likely it is that you will supplement your qualifications in the near future?
- Please tick one*
- ☐ Very likely
☐ Likely
☐ Unlikely
☐ Very unlikely
☐ I do not know

3. How many years of teaching experience have you had? ___ years

4. What teaching experience have you had? ___ years of teaching in the kindergarten
 ___ years of teaching mainstream subjects in classes 1-3
Please specify ALL your teaching experiences. ___ years of teaching a foreign language in the kindergarten
 ___ years of teaching a foreign language in classes 1-3
 ___ years of teaching a foreign language to classes 5-8
 ___ years of teaching a foreign language in the secondary school
 ___ years of teaching a foreign language to adults (university)
 ___ years of teaching a foreign language to older learners (extra-curricular courses)
 ___ years of teaching a foreign language to children (private or extra-curricular courses)
 Other teaching experience – please specify
 ___ years _____

5. How would you evaluate your level of competence in the foreign language that you teach?

Please circle.

If you teach two foreign languages please fill in section 2 and specify the second language.

Language : _____	POOR	FAIR	GOOD	V. GOOD
Speaking skills	1	2	3	4
Listening skills	1	2	3	4
Reading skills	1	2	3	4
Writing skills	1	2	3	4
Grammar	1	2	3	4
Vocabulary	1	2	3	4
Pronunciation	1	2	3	4

Section 2	Language: _____	POOR	FAIR	GOOD	V. GOOD
	Speaking skills	1	2	3	4
	Listening skills	1	2	3	4
	Reading skills	1	2	3	4
	Writing skills	1	2	3	4
	Grammar	1	2	3	4
	Vocabulary	1	2	3	4
	Pronunciation	1	2	3	4

6. Do you know any other foreign languages apart from the one that you teach?

Please evaluate the degree to which you think you are proficient in a given language.

	POOR	FAIR	GOOD	V. GOOD
English	1	2	3	4
French	1	2	3	4
German	1	2	3	4
Italian	1	2	3	4
Russian	1	2	3	4
Spanish	1	2	3	4
Other _____	1	2	3	4
Other _____	1	2	3	4

7. How would you evaluate your artistic skills?

	POOR	FAIR	GOOD	V. GOOD
dancing	1	2	3	4
drama	1	2	3	4
drawing and painting	1	2	3	4
puppet making	1	2	3	4
singing	1	2	3	4
playing an instrument	1	2	3	4
Please specify _____	1	2	3	4
_____	1	2	3	4
Other skills _____	1	2	3	4

10. Can you describe what was the main reason for you to undertake foreign language teaching to young children?

TEACHING FOREIGN LANGUAGES TO CHILDREN

11. This section invites you to offer your views on teaching foreign languages to young children.

Please circle the response that most closely describes your opinion on each statement

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW
1 Teaching children is very rewarding.	1	2	3	4	?
2 Teaching children is more difficult than older learners.	1	2	3	4	?
3 Teaching languages to children is fun.	1	2	3	4	?
4 The earlier children are introduced to a foreign language the higher their eventual proficiency is.	1	2	3	4	?
5 Children are more capable of learning languages than older learners.	1	2	3	4	?
6 Children learn foreign languages faster than older learners.	1	2	3	4	?
7 Children are better in learning pronunciation than older learners.	1	2	3	4	?
8 Children learn foreign languages effortlessly.	1	2	3	4	?
9 All children are capable of learning a foreign language	1	2	3	4	?
10 Children have less inhibition when speaking a foreign language.	1	2	3	4	?
11 Children learn best when they are involved in an activity.	1	2	3	4	?
12 Children learn best when they are interested in what they are doing.	1	2	3	4	?
13 Children learn best when their parents motivate them.	1	2	3	4	?
14 Children learn best if FL learning is linked with the rest of their education.	1	2	3	4	?
15 In teaching foreign languages to children a crucial component is the teacher.	1	2	3	4	?

12. In teaching a foreign language to children, what relative emphasis do you think should be placed on each of the skills?

In the list opposite, place '1' next to the skill you emphasise least, '2' to the skill you emphasise more, and so forth, up to a '5' for the skill you emphasise most.

- ☐ Speaking fluency
- ☐ Listening comprehension
- ☐ Reading comprehension
- ☐ Ability to write
- ☐ Grammatical correctness
- ☐ Vocabulary
- ☐ Correct pronunciation

13. To what extent, if any, do you think the Polish language should be used in the foreign language classroom?

Please tick one.

- ☐ Never.
- ☐ Seldom, only to explain word-meanings and grammar.
- ☐ Whenever needed.
- ☐ Most of the time, as the language of instruction.

14. In what order do you introduce the spoken and written forms of the foreign language (FL)?

Tick one statement that best applies.

- ☐ The spoken form of the FL is learned before the written forms (reading and writing) are presented.
- ☐ Spoken forms are presented generally before the corresponding written forms are presented, but the spoken and written forms of the language are learned together.
- ☐ Written forms are presented generally before the corresponding spoken forms are presented, but the spoken and written forms of the language are learned together.
- ☐ Reading and writing are learned before speaking and understanding are learned.

15. How do you teach grammar?

Tick one statement that best describes your method.

- ☐ The children learn rules of grammar formally and then apply them in exercises, i.e. in translating sentences from one language to the other.
- ☐ The children learn to speak and understand by imitating the teacher; from this, they learn to speak grammatically, just as they learn their native language.
- ☐ I use a combination of inductive and deductive methods; the foreign language is learned by imitation and practice' after which grammar rules are explained to help in forming correct speech.

16. How do you teach your students the correct pronunciation of the foreign language?

Tick one statement that best describes your method.

- ☐ By making the children listen carefully and imitate sounds, words or sentences.
- ☐ By giving practice in imitation, supplemented with explanations about how the sounds are made.
- ☐ By giving practice in singing songs, reciting and reading aloud.
- ☐ I do not give special attention to teaching to correct pronunciation.

17. What teaching aids do you use?

Please circle.

NONE 1 no usage at all
 SOME 2 occasional
 HIGH 3 regular, as an integral part of my work
 MAJOR 4 heavy, I now depend on them

	NONE	SOME	HIGH	MAJOR
1 The blackboard	1	2	3	4
2 The coursebook	1	2	3	4
3 Worksheets	1	2	3	4
4 Pictures: drawings, photographs and flashcards	1	2	3	4
5 'Props' (various real objects, e.g. toys, food, clothes)	1	2	3	4
6 Reference books (picture dictionaries, encyclopaedias, etc.)	1	2	3	4
7 Film strips (e.g. cartoons)	1	2	3	4
8 Puppets	1	2	3	4
9 Tape recordings (songs, poems, stories)	1	2	3	4
10 Story books (in a foreign language)	1	2	3	4
11 Board games	1	2	3	4
12 Specially prepared games (Bingo, crosswords, etc.)	1	2	3	4
13 Posters and charts	1	2	3	4
14 Counting rods	1	2	3	4
15 Jigsaws	1	2	3	4
16 Musical instruments	1	2	3	4
17 Foreign language children magazines and journals	1	2	3	4
18 Computers and computer software; please give examples				
19 Other – please specify _____	1	2	3	4
20 _____	1	2	3	4

FOREIGN LANGUAGE TEACHERS OF CHILDREN

18. As far as the teacher of foreign languages to children is concerned, which are the most important elements?

Please list the five most important, with '5' being the highest.

- ☐ Teacher's experience
☐ Teacher's personality
☐ Teacher's FL competence
☐ Teachers early years pedagogy competence
☐ Teacher's knowledge of child psychology and development.
☐ Teacher's use of appropriate methods
☐ Teacher's use of appropriate teaching aids
☐ Teacher's artistic skills (drawing, singing, etc.)
☐ Teacher's ability to establish a good rapport with children.
☐ Teacher's ability to establish good relationships with parents.
☐ Other – please specify _____

19. Who do you think is the best-qualified person to teach foreign languages to children?

Please tick one.

- ☐ Regular class teacher
☐ Regular class teacher with some FL competence
☐ Regular class teacher with FL qualifications
☐ Foreign language specialist
☐ Foreign language specialist with some early years training
☐ Foreign language specialist with early years qualifications
☐ Native speaker of a FL

20. Do you think that a double specialisation course with teachers qualifying in early years and a foreign language is a good idea? ☐ Yes
☐ No

21. Can you tick ALL most important courses that such a double specialisation course should cover.

FOREIGN LANGUAGE	EARLY YEARS PEDAGOGY	GENERAL
<input type="checkbox"/> Speaking skills	<input type="checkbox"/> Early years pedagogy	<input type="checkbox"/> History of education
<input type="checkbox"/> Listening skills	<input type="checkbox"/> Language and literature education	<input type="checkbox"/> Theory of education
<input type="checkbox"/> Reading skills	<input type="checkbox"/> Mathematical education	<input type="checkbox"/> Theory of upbringing
<input type="checkbox"/> Writing skills	<input type="checkbox"/> Ecological education	<input type="checkbox"/> Principles of education
<input type="checkbox"/> Translation skills	<input type="checkbox"/> Pre-school pedagogy and didactics	<input type="checkbox"/> Educational psychology
<input type="checkbox"/> Grammar	<input type="checkbox"/> Didactics of teaching Polish lang. arts	<input type="checkbox"/> Educational philosophy
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Didactics of teaching maths	<input type="checkbox"/> Sociology of education
<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Didactics of teaching science	<input type="checkbox"/> Legal rights of children
<input type="checkbox"/> FL teaching methodology	<input type="checkbox"/> Didactics of teaching arts	<input type="checkbox"/> Educating children in social surrounding
<input type="checkbox"/> FL language acquisition in childhood	<input type="checkbox"/> Didactics of teaching music	<input type="checkbox"/> Diagnosis and pedagogic therapy
<input type="checkbox"/> History of the FL literature	<input type="checkbox"/> Didactics of teaching crafts	<input type="checkbox"/> IT & computing (in education)
<input type="checkbox"/> FL children's literature	<input type="checkbox"/> Didactics of teaching PE	<input type="checkbox"/> Early childhood biomedical development
<input type="checkbox"/> History of the FL countries	<input type="checkbox"/> Testing and assessment	<input type="checkbox"/> Music workshops
<input type="checkbox"/> Culture and society of the FL countries	<input type="checkbox"/> Curriculum and planning	<input type="checkbox"/> Arts workshops
<input type="checkbox"/> FL Linguistics	<input type="checkbox"/> Class management	<input type="checkbox"/> Drama workshops
<input type="checkbox"/> Other _____	<input type="checkbox"/> Teaching aids	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Other _____	

22. If you were to judge from your own teaching perspective, what are the elements that your own pre-service teaching training lacked?
- Please list five most important ones.*
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

23. If you would like to add any comments, please feel free to do so.

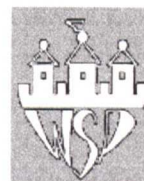
*** Thank you for participating in this survey.

WYŻSZA SZKOŁA PEDAGOGICZNA W BYDGOSZCZY

Katedra Anglistyki i Językoznawstwa Ogólnego

ul. Grabowa 2, 85-601 Bydgoszcz

Tel/fax. (052) 33411797



Bydgoszcz, 6 czerwca 1999 r.

Szanowne Koleżanki i Koledzy!

W związku ze zmianami w ramowych planach nauczania i stworzonej możliwości nauczania języków obcych w klasach 1-3, Wyższa Szkoła Pedagogiczna w Bydgoszczy zastanawia się nad powołaniem dwuspecjalizacyjnych studów nauczycielskich w zakresie edukacji wczesnoszkolnej i filologii obcej. Celem prowadzonych przeze mnie badań jest ustalenie jakie są potrzeby powołania takich studów, a także zoptymalizowanie ich struktury i planów nauczania, tak by przyszli absolwenci byli jak najlepiej przygotowani do pracy z dziećmi w młodszym wieku szkolnym (przedszkolnych i z klas 1-3).

Badania nie mają za zadanie ocenić jakości nauczanych języków obcych, lecz wykorzystanie opinii nauczycieli, którzy zdecydowali się na uczenie małych dzieci i którzy z perspektywy swych sukcesów i porażek potrafią ocenić własne przygotowanie w szkole wyższej do nauczania języków obcych i do pracy z małymi dziećmi, a także doradzić jak takie kształcenie powinno wyglądać. Zwracam się więc do Was z prośbą o wzięcie udziału w prowadzonej przeze mnie ankiecie i podzielenie się swoimi opiniami.

Wasze wypowiedzi zostaną uzupełnione o opinie dyrektorów szkół podstawowych, szkół językowych, a także rodziców dzieci z obecnych klas 1-3 na temat potrzeb i kształtu nauczania języków obcych dzieci. Ponadto niektóre wątki z ankiety zostaną pogłębione poprzez wywiady z kilkunastoma nauczycielami języków obcych (X-XI'99). Do ankiety jest zatem dołączona kartka ze zgodą i szczegółami jak chcą Państwo by się z nimi skontaktować. Przed ostateczną zgodą na udzielenie wywiadu prześlę Państwu listę zagadnień, które chciałabym w nim poruszyć. Proszę zatem o przychylenie się do mojej prośby i wzięcie w nich udziału.

Ze względu na przewagę kobiet wśród nauczycieli małych dzieci i by utrzymać klarowność ankiety, użyłam w niej formy "Pani". Z tego względu przepraszam wszystkich Panów nauczycieli, którzy wezmą udział w badaniach.

Ankieta jest anonimowa i dane w nich zawarte zostaną wykorzystane tylko do celów naukowych. Proszę zatem o pełną szczerość w udzielaniu odpowiedzi.

Badania uzyskały aprobatę kuratora Oświaty i Wychowania w Bydgoszczy, a także dyrektora Wydziału Oświaty Urzędu Miejskiego w Bydgoszczy. Wyniki badań w formie uogólnionego raportu zostaną przekazane w/w instytucjom i udostępnione zainteresowanym szkołom i nauczycielom. Raport zostanie także udostępniony Ministerstwu Edukacji Narodowej i innym instytucjom zajmującym się reformą kształcenia nauczycieli w Polsce.

Bardzo proszę o wysłanie wypełnionych ankiet w załączonych kopertach zwrotnych w ciągu **dwóch tygodni** od otrzymania tego listu.

Wierząc, że zechcą Państwo wziąć udział w badaniach, bardzo dziękuję za współpracę.

Sylwia Wiśniewska

- autorka badań,

pracownik Katedry Anglistyki i Językoznawstwa Ogólnego

WSP w Bydgoszczy

Tel. kontaktowy: **3631038**



ANKIETA DLA NAUCZYCIELA UCZĄCEGO

JĘZYKI OBCE DLA DZIECI**D A N E**

1. Płeć
Proszę zaznaczyć.

- ☐ Kobieta
☐ Mężczyzna

2. Wiek

- | | |
|--------------------------------|-----------------------------------|
| <input type="checkbox"/> 19-21 | <input type="checkbox"/> 36-40 |
| <input type="checkbox"/> 22-24 | <input type="checkbox"/> 41-45 |
| <input type="checkbox"/> 25-27 | <input type="checkbox"/> 46-50 |
| <input type="checkbox"/> 28-31 | <input type="checkbox"/> 51-55 |
| <input type="checkbox"/> 32-35 | <input type="checkbox"/> 56-60 |
| | <input type="checkbox"/> ponad 60 |

3. Jakich języków obcych uczy Pani?

Proszę zaznaczyć.

- ☐ Języka angielskiego
☐ Języka francuskiego
☐ Języka niemieckiego
☐ Języka rosyjskiego
☐ Języka włoskiego
☐ Języka hiszpańskiego
☐ Inne – proszę określić _____

4. Jakie kwalifikacje posiada Pani do

a) uczenia dzieci _____

b) uczenia języków obcych _____

5. Jeśli nie posiada Pani kwalifikacji do nauczania języków obcych, czy zamierza Pani w najbliższym czasie uzupełnić kwalifikacje?

Proszę zaznaczyć jedną opcję.

- ☐ Tak
☐ Możliwe, że tak
☐ Najprawdopodobniej nie
☐ Na pewno nie
☐ Nie wiem

6. Ile lat wynosi Pani staż pacy? _____ lat

7. Ile lat pracuje Pani w zawodzie nauczyciela? _____ lat

Proszę określić wszystkie opcje, które Panią dotyczą.

- _____ lat jako nauczyciel/ wychowawca w przedszkolu
 _____ lat jako nauczyciel/wychowawca w klasach 1-3
 _____ lat jako nauczyciel języków obcych w przedszkolu
 _____ lat jako nauczyciel języków obcych w klasach 1-3
 _____ lat jako nauczyciel języków obcych w klasach 5-8
 _____ lat jako nauczyciel języków obcych w szkole średniej
 _____ lat jako nauczyciel języków obcych w szkole wyższej
 _____ lat jako nauczyciel języków obcych na kursach dla młodzieży i dorosłych
 _____ lat jako nauczyciel języków obcych dzieci (kursy i korepetycje)

Inne – proszę określić:

_____ lat jako _____

8. Jak oceniłaby Pani swoje kompetencje w nauczaniu języku obcym?

Proszę zakreślić.

Jeśli uczy Pani więcej niż jeden język obcy proszę określić język i uzupełnić sekcję 2.

Język : _____	SLABO	NIEŹLE	DOBRZE	B DOBRZE
Mówienie	1	2	3	4
Rozumienie ze słuchu	1	2	3	4
Czytanie	1	2	3	4
Pisanie	1	2	3	4
Poprawność gramat.	1	2	3	4
Słownictwo	1	2	3	4
Wymowa	1	2	3	4

Sekcja 2

Język: _____	SLABO	NIEŹLE	DOBRZE	B DOBRZE
Mówienie	1	2	3	4
Rozumienie ze słuchu	1	2	3	4
Czytanie	1	2	3	4
Pisanie	1	2	3	4
Poprawność gramat	1	2	3	4
Słownictwo	1	2	3	4
Wymowa	1	2	3	4

9. Czy zna Pani inne języki obce poza tym, którego Pani naucza?

Proszę zakreślić stopień kompetencji językowej (wg własnej oceny).

	SLABO	NIEŹLE	DOBRZE	B DOBRZE
Język angielski	1	2	3	4
Język francuski	1	2	3	4
Język niemiecki	1	2	3	4
Język rosyjski	1	2	3	4
Język włoski	1	2	3	4
Język hiszpański	1	2	3	4
Inne _____	1	2	3	4
Inne _____	1	2	3	4

10. Jak oceniłaby Pani swoje zdolności artystyczne?

	SLABO	NIEŹLE	DOBRZE	B DOBRZE
taniec	1	2	3	4
aktorstwo	1	2	3	4
rysunek, malarstwo	1	2	3	4
teatrzyk kukielkowy	1	2	3	4
śpiew	1	2	3	4
gra na instrumencie (na jakim?)				
_____	1	2	3	4
_____	1	2	3	4
Inne zdolności	1	2	3	4

13. Na co zwraca Pani największą uwagę w nauczaniu języków obcych dzieci?

Proszę uporządkować od 1 do 7, od '1' obok tej umiejętności, której poświęca Pani najmniejszą uwagę, aż do '7' - umiejętności, której poświęca Pani największą uwagę.

- ☐ Mówienie
- ☐ Rozumienie ze słuchu
- ☐ Czytanie
- ☐ Pisanie
- ☐ Poprawność gramatyczną
- ☐ Rozwijanie słownictwa
- ☐ Rozwijanie poprawnej wymowy

14. W jakim stopniu korzysta Pani z języka polskiego na lekcjach?

Proszę zaznaczyć jedną opcję.

- ☐ Nigdy.
- ☐ Rzadko, tylko by wyjaśnić trudniejsze słownictwo lub gramatykę.
- ☐ Kiedykolwiek zachodzi taka potrzeba.
- ☐ Większość lekcji odbywa się w języku polskim.

15. W jakiej kolejności wprowadza Pani formy mówione (mówienie i słuchanie) i pisane (czytanie i pisanie)?

Proszę zaznaczyć jedną opcję.

- ☐ Dzieci uczą się form mówionych języka obcego zanim poznają formy pisane.
- ☐ Dzieci uczą się form mówionych języka obcego przed formami pisanymi, ale zasadniczo uczą się form mówionych i pisanych jednocześnie.
- ☐ Dzieci uczą się form pisanych języka obcego przed formami mówionymi, ale zasadniczo uczą się form mówionych i pisanych jednocześnie.
- ☐ Dzieci uczą się czytać i pisać w języku obcym zanim nauczą się mówić i rozumieć.

16. W jaki sposób uczy Pani gramatyki języka obcego?

Proszę zakreślić opcję, która najlepiej obrazuje Pani metodę.

- ☐ Dzieci formalnie poznają reguły gramatyczne, a potem stosują je w ćwiczeniach, np. w tłumaczeniu z jednego języka na drugi.
- ☐ Dzieci uczą się mówić i rozumieć poprzez naśladowanie nauczyciela; naśladowując poprawny model uczą się mówić gramatycznie, tak samo jak uczyły się języka ojczystego.
- ☐ Dzieci uczą się gramatyki zarówno poprzez indukcję jak i dedukcję; język obcy jest uczony poprzez imitację i ćwiczenia, zaraz potem dzieci poznają odpowiednie reguły gramatyczne, których celem jest wspomoczenie poprawności gramatycznej.

17. Jak uczy Pani poprawnej wymowy?

Proszę zakreślić opcję, która najlepiej obrazuje Pani metodę.

- ☐ Poprzez powtarzanie (za mną lub kaseta) dźwięków, słów lub zdań.
- ☐ Poprzez powtarzanie oraz wyjaśnianie jak wymawiać poszczególne dźwięki, słowa lub zdania.
- ☐ Poprzez naukę piosenek, wierszyków i czytanie na głos.
- ☐ Nie poświęcam nauce wymowy specjalnego czasu.

18. Z jakich pomocy dydaktycznych korzysta Pani na lekcjach języka obcego?

Proszę zakreślić.

	NIGDY	CZASAMI	CZĘSTO	B. CZĘSTO
1 Tablica i kreda	1	2	3	4
2 Podręcznik	1	2	3	4
3 Karty pracy	1	2	3	4
4 Rysunki, zdjęcia	1	2	3	4
5 Rekwizyty (np. zabawki, ubrania, jedzenie)	1	2	3	4
6 Książki informacyjne (np. encyklopedie, słowniki)	1	2	3	4
7 Filmy (np. kreskówki)	1	2	3	4
8 Marionetki i kukiełki	1	2	3	4
9 Nagrania piosenek i wierszyków	1	2	3	4
10 Książeczki dla dzieci (w j. ob.)	1	2	3	4
11 Gry planszowe	1	2	3	4
12 Specjalnie przygotowane gry (Bingo, krzyżówki, itp.)	1	2	3	4
13 Plansze i tablice	1	2	3	4
14 Liczmany	1	2	3	4
15 Układanki	1	2	3	4
16 Instrumenty muzyczne	1	2	3	4
17 Magazyny i czasopisma dla dzieci (w j. ob.)	1	2	3	4
18 Komputery wraz z oprogramowaniem (proszę podać przykłady)	1	2	3	4
19 Inne - proszę określić _____	1	2	3	4
20 _____	1	2	3	4

NAUCZYCIEL JĘZYKÓW OBCYCH

19. Jakie elementy związane z osobą nauczyciela języka obcego uczącego dzieci uważa Pani za najważniejsze?

Proszę umieścić cyfry od 1 do 5, z '5' jako najważniejszym, Pani zdaniem, elementem.

- ___ Doświadczenie
- ___ Osobowość
- ___ Znajomość języka obcego
- ___ Kompetencja w pedagogice wczesnoszkolnej
- ___ Znajomość faz rozwojowych dziecka i psychologii wczesnoszkolnej
- ___ Znajomość i użycie odpowiednich metod i technik pracy
- ___ Znajomość i użycie odpowiednich pomocy dydaktycznych
- ___ Zdolności artystyczne (umiejętności wokalne, plastyczne, itp.)
- ___ Umiejętność nawiązania kontaktu z dziećmi
- ___ Umiejętność nawiązania kontaktu z rodzicami dzieci
- ___ Inne – proszę określić _____

20. Kto, Pani zdaniem, posiada najlepsze kwalifikacje do nauczania języków obcych w klasach 1-3?

Proszę zakreślić jedną opcję.

- ☐ Nauczyciel/wychowawca klas 1-3
- ☐ Nauczyciel/wychowawca klas 1-3 znający język obcy
- ☐ Nauczyciel/wychowawca klas 1-3 z kwalifikacjami do nauczania języka obcego
- ☐ Nauczyciel języka obcego
- ☐ Nauczyciel języka obcego przeszkolony do pracy z dziećmi
- ☐ Nauczyciel języka obcego z kwalifikacjami do nauczania w klasach 1-3
- ☐ Rodzimy użytkownik języka (native speaker)

21. Czy myśli Pani, że powołanie studiów dwuspecjalizacyjnych (w zakresie pedagogiki wczesnoszkolnej i filologii obcej) to dobry pomysł?
- ☐ Tak
☐ Nie

22. Proszę zakreślić wszystkie **NAJWAŻNIEJSZE** przedmioty, które Pani zdaniem powinny się znaleźć w programie studiów dwuspecjalizacyjnych (w zakresie pedagogiki wczesnoszkolnej i filologii obcej).

JĘZYK OBCY	PEDAGOGIKA WCZESNOSZKOLNA	OGÓLNE
<input type="checkbox"/> Mówienie	<input type="checkbox"/> Pedagogika wczesnoszkolna	<input type="checkbox"/> Historia edukacji
<input type="checkbox"/> Rozumienie ze słuchu	<input type="checkbox"/> Edukacja językowa	<input type="checkbox"/> Teoria edukacji
<input type="checkbox"/> Czytanie	<input type="checkbox"/> Edukacja matematyczna	<input type="checkbox"/> Teoria wychowania
<input type="checkbox"/> Pisanie	<input type="checkbox"/> Edukacja ekologiczna	<input type="checkbox"/> Podstawy edukacji
<input type="checkbox"/> Tłumaczenie	<input type="checkbox"/> Pedagogika przedszkolna z metodyką	<input type="checkbox"/> Psychologia
<input type="checkbox"/> Gramatyka	<input type="checkbox"/> Metodyka kształcenia polonistycznego	<input type="checkbox"/> Filozofia edukacji
<input type="checkbox"/> Słownictwo	<input type="checkbox"/> Metodyka kształcenia matematycznego	<input type="checkbox"/> Socjologia
<input type="checkbox"/> Wymowa (fonetyka i fonologia)	<input type="checkbox"/> Metodyka środowiska społ.-przyrod.	<input type="checkbox"/> Prawo a edukacja
<input type="checkbox"/> Metodyka nauczania j.ob.	<input type="checkbox"/> Edukacja plastyczna z metodyką	<input type="checkbox"/> Wychowanie dziecka w środowisku społ.
<input type="checkbox"/> Akwizycja (uczenie się) j. ob. w dzieciństwie	<input type="checkbox"/> Edukacja muzyczna z metodyką	<input type="checkbox"/> Diagnostyka i terapia pedagogiczna
<input type="checkbox"/> Historia literatury	<input type="checkbox"/> Edukacja techniczna z metodyką	<input type="checkbox"/> Informatyka (w edukacji)
<input type="checkbox"/> Literatura dziecięca	<input type="checkbox"/> Edukacja wychowania fizycznego	<input type="checkbox"/> Biomedyczne podstawy rozwoju i wychowania
<input type="checkbox"/> Historia krajów obcojęzycznych	<input type="checkbox"/> Kontrola i ocena osiągnięć ucznia	<input type="checkbox"/> Warsztaty muzyczne
<input type="checkbox"/> Realoznawstwo i kultura	<input type="checkbox"/> Programy szkolne i planowanie dydaktyczne	<input type="checkbox"/> Warsztaty plastyczne
<input type="checkbox"/> Lingwistyka	<input type="checkbox"/> Kierowanie pracą uczniów	<input type="checkbox"/> Warsztaty teatralne
<input type="checkbox"/> Językoznawstwo	<input type="checkbox"/> Tworzenie i użycie środków dydaktycznych	<input type="checkbox"/> Inne _____
<input type="checkbox"/> Inne _____	<input type="checkbox"/> Inne _____	

23. Jeżeli miałaby Pani ocenić swoje własne przygotowanie w szkole wyższej do pracy z małymi dziećmi, jakich ważnych elementów zabrakło w Pani kształceniu?

Proszę określić pięć najważniejszych.

1 _____

2 _____

3 _____

4 _____

5 _____

24. Jeżeli chciałaby Pani coś dodać do podanych informacji, proszę to uczynić poniżej.

*** Bardzo dziękuję za wypełnienie ankiety.



Higher Pedagogical School of Bydgoszcz
Department of English
Grabowa 2, 85-601 Bydgoszcz
Phone/Fax: (052) 33411797

Bydgoszcz, 6 June 1999.

Dear colleagues,

Recent changes in the new Framework Curriculum have created a possibility to start a foreign language study from the first grade of the elementary school. We are afraid, however, that this idea will not be widely introduced to schools due to a lack of suitably prepared teachers. Consequently, the Higher Pedagogical School of Bydgoszcz is considering launching a new double specialization teacher training courses in the area of early years education and FL teaching. The primary aim of the present research is to assess the demand for such studies, and to obtain information on its optimal organization and content.

The aim of this research is not to assess the quality of current provision, but to make use of experiences of teachers who currently are or were in the past involved in teaching foreign languages to younger learners. Hardly anything is known about their successes and disappointments, as well as the forms of teacher education which would suit their needs best, thus we would be grateful if you could share your views on this topics. Your opinions will be supplemented by the information collected from elementary and language schools headteachers, as well as the parents of children from grades 1-3.

Due to the fact that most Early Years teachers are women, we have decided to refer to you as 'Mrs'. Consequently our sincere apologies go to all male-teachers who happen to reply to the questionnaire.

We wish to deepen some of the themes address by the present questionnaire in a follow-up individual interview (in October-November 1999). Should you wish to take part in it, please fill in the attached slip. Before you make a final consent to an interview, you will be sent a list of questions which we would like to address.

The survey is anonymous and all information provided by you will be treated as confidential. Therefore you are asked to complete this questionnaire sincerely.

The research has been approved by the Director of the Local Educational Authority of Bydgoszcz, and the director of the Bydgoszcz Commune Education Board. The research results will be made available in the form of a generalized report to all parties involved in the study, educational authorities, the Ministry of Education, and other institutions involved the reform of teacher training in Poland.

We would be grateful if you returned the questionnaire **within two weeks** in the stamped, self-addressed envelope provided.

Thank you very much for your assistance.

Yours sincerely,

Sylwia Wiśniewska

Research fellow at the Department of English,
Higher Pedagogical School of Bydgoszcz

My contact telephone number is: **3631038**



LANGUAGE SCHOOL TEACHER
QUESTIONNAIRE

FOREIGN LANGUAGES FOR CHILDREN

ABOUT YOU

1. Are you
Please tick.

☐ A female
☐ A male

2. What is your age?

<input type="checkbox"/> 19-21	<input type="checkbox"/> 36-40
<input type="checkbox"/> 22-24	<input type="checkbox"/> 41-45
<input type="checkbox"/> 25-27	<input type="checkbox"/> 46-50
<input type="checkbox"/> 28-31	<input type="checkbox"/> 51-55
<input type="checkbox"/> 32-35	<input type="checkbox"/> 56-60
	<input type="checkbox"/> over 60

4. Which foreign languages do you teach?

Please tick ALL that apply.

☐ English
☐ French
☐ German
☐ Russian
☐ Italian
☐ Spanish
☐ Other – please specify _____

5. What formal qualifications do you have

a) to teach children _____

b) to teach foreign languages _____

6. If you do not have full teaching qualifications to teach a foreign language, how likely it is that you will supplement your qualifications in the near future?

Please tick one

☐ Very likely
☐ Likely
☐ Unlikely
☐ Very unlikely
☐ I do not know

15. In teaching a foreign language to children, what relative emphasis do you think should be placed on each of the skills?

In the list opposite, place '1' next to the skill you emphasise least, '2' to the skill you emphasise more, and so forth, up to a '5' for the skill you emphasise most.

- ☐ Speaking fluency
- ☐ Listening comprehension
- ☐ Reading comprehension
- ☐ Ability to write
- ☐ Grammatical correctness
- ☐ Vocabulary
- ☐ Correct pronunciation

16. To what extent, if any, do you think the Polish language should be used in the foreign language classroom?

Please tick one.

- ☐ Never.
- ☐ Seldom, only to explain word-meanings and grammar.
- ☐ Whenever needed.
- ☐ Most of the time, as the language of instruction.

17. In what order do you introduce the spoken and written forms of the foreign language (FL)?

Tick one statement that best applies.

- ☐ The spoken form of the FL is learned before the written forms (reading and writing) are presented.
- ☐ Spoken forms are presented generally before the corresponding written forms are presented, but the spoken and written forms of the language are learned together.
- ☐ Written forms are presented generally before the corresponding spoken forms are presented, but the spoken and written forms of the language are learned together.
- ☐ Reading and writing are learned before speaking and understanding are learned.

18. How do you teach grammar?

Tick one statement that best describes your method.

- ☐ The children learn rules of grammar formally and then apply them in exercises, i.e. in translating sentences from one language to the other.
- ☐ The children learn to speak and understand by imitating the teacher; from this, they learn to speak grammatically, just as they learn their native language.
- ☐ I use a combination of inductive and deductive methods; the foreign language is learned by imitation and practice after which grammar rules are explained to help in forming correct speech.

19. How do you teach your students the correct pronunciation of the foreign language?

Tick one statement that best describes your method.

- ☐ By making the children listen carefully (to me or a tape) and imitate sounds, words or sentences.
- ☐ By giving practice in imitation, supplemented with explanations about how the sounds are made.
- ☐ By giving practice in singing songs, reciting and reading aloud.
- ☐ I do not give special attention to teaching to correct pronunciation.

20. What teaching aids do you use?

Please circle.

NONE 1 no usage at all
SOME 2 occasional
HIGH 3 regular, as an integral part of my work
MAJOR 4 heavy, I now depend on them

	NONE	SOME	HIGH	MAJOR
1 The blackboard	1	2	3	4
2 The coursebook	1	2	3	4
3 Worksheets	1	2	3	4
4 Pictures: drawings, photographs and flashcards	1	2	3	4
5 'Props' (various real objects, e.g. toys, food, clothes)	1	2	3	4
6 Reference books (picture dictionaries, encyclopaedias, etc.)	1	2	3	4
7 Film strips (e.g. cartoons)	1	2	3	4
8 Puppets	1	2	3	4
9 Tape recordings (songs, poems, stories)	1	2	3	4
10 Story books (in a foreign language)	1	2	3	4
11 Board games	1	2	3	4
12 Specially prepared games (Bingo, crosswords, etc.)	1	2	3	4
13 Posters and charts	1	2	3	4
14 Counting rods	1	2	3	4
15 Jigsaws	1	2	3	4
16 Musical instruments	1	2	3	4
17 Foreign language children magazines and journals	1	2	3	4
18 Computers and computer software; please give examples	1	2	3	4
19 Other – please specify _____	1	2	3	4
20 _____	1	2	3	4

FOREIGN LANGUAGE TEACHERS OF CHILDREN

21. As far as the teacher of foreign languages to children is concerned, which are the most important elements?

Please list the five most important, with '5' being the highest.

- ___ Teacher's experience
- ___ Teacher's personality
- ___ Teacher's FL competence
- ___ Teachers early years pedagogy competence
- ___ Teacher's knowledge of child psychology and development.
- ___ Teacher's use of appropriate methods
- ___ Teacher's use of appropriate teaching aids
- ___ Teacher's artistic skills (drawing, singing, etc.)
- ___ Teacher's ability to establish a good rapport with children.
- ___ Teacher's ability to establish good relationships with parents.
- Other – please specify _____

22. Who do you think is the best-qualified person to teach foreign languages to children?

Please tick one.

- ☐ Regular class teacher
- ☐ Regular class teacher with some FL competence
- ☐ Regular class teacher with FL qualifications
- ☐ Foreign language specialist
- ☐ Foreign language specialist with some early years training
- ☐ Foreign language specialist with early years qualifications
- ☐ Native speaker of a FL

23. Do you think that a double specialisation course with teachers qualifying in early years and a foreign language is a good idea?
- ☐ Yes
- ☐ No

24. Can you tick ALL most important courses that such a double specialisation course should cover.

FOREIGN LANGUAGE	EARLY YEARS PEDAGOGY	GENERAL
<input type="checkbox"/> Speaking skills	<input type="checkbox"/> Early years pedagogy	<input type="checkbox"/> History of education
<input type="checkbox"/> Listening skills	<input type="checkbox"/> Language and literature education	<input type="checkbox"/> Theory of education
<input type="checkbox"/> Reading skills	<input type="checkbox"/> Mathematical education	<input type="checkbox"/> Theory of upbringing
<input type="checkbox"/> Writing skills	<input type="checkbox"/> Ecological education	<input type="checkbox"/> Principles of education
<input type="checkbox"/> Translation skills	<input type="checkbox"/> Pre-school pedagogy and didactics	<input type="checkbox"/> Educational psychology
<input type="checkbox"/> Grammar	<input type="checkbox"/> Didactics of teaching Polish lang. arts	<input type="checkbox"/> Educational philosophy
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Didactics of teaching maths	<input type="checkbox"/> Sociology of education
<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Didactics of teaching science	<input type="checkbox"/> Legal rights of children
<input type="checkbox"/> FL teaching methodology	<input type="checkbox"/> Didactics of teaching arts	<input type="checkbox"/> Educating children in social surrounding
<input type="checkbox"/> FL language acquisition in childhood	<input type="checkbox"/> Didactics of teaching music	<input type="checkbox"/> Diagnosis and pedagogic therapy
<input type="checkbox"/> History of the FL literature	<input type="checkbox"/> Didactics of teaching crafts	<input type="checkbox"/> IT & computing (in education)
<input type="checkbox"/> FL children's literature	<input type="checkbox"/> Didactics of teaching PE	<input type="checkbox"/> Early childhood biomedical development
<input type="checkbox"/> History of the FL countries	<input type="checkbox"/> Testing and assessment	<input type="checkbox"/> Music workshops
<input type="checkbox"/> Culture and society of the FL countries	<input type="checkbox"/> Curriculum and planning	<input type="checkbox"/> Arts workshops
<input type="checkbox"/> Applied Linguistics	<input type="checkbox"/> Class management	<input type="checkbox"/> Drama workshops
<input type="checkbox"/> General Linguistics	<input type="checkbox"/> Teaching aids	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	

25. If you were to judge from your own teaching perspective, what are the elements that your own teacher training lacked?
- Please list five most important ones.
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

If you would like to add any comments, please feel free to do so.

*** Thank you for participating in this survey.



Wyższa Szkoła Pedagogiczna w Bydgoszczy
Katedra Anglistyki i Językoznawstwa Ogólnego
ul. Grabowa 2, 85-601 Bydgoszcz
Tel/fax. (052) 33411797

Bydgoszcz, 1999-08-25

Szanowni Państwo!

W związku ze zmianami w ramowych planach nauczania została stworzona możliwość rozpoczęcia nauki pierwszego języka obcego już od pierwszej klasy szkoły podstawowej. Obawiamy się jednak, że idea ta nie zostanie szeroko wprowadzona do szkół ze względu na brak odpowiednio przygotowanych nauczycieli. W związku z tym Wyższa Szkoła Pedagogiczna w Bydgoszczy zastanawia się nad powołaniem dwuspecjalizacyjnych studiów nauczycielskich w zakresie edukacji wczesnoszkolnej i filologii obcej. Celem prowadzonych przeze mnie badań jest ustalenie jakie są potrzeby powołania takich studiów, a także zoptymalizowanie ich struktury i planów nauczania, tak by przyszli absolwenci byli jak najlepiej przygotowani do pracy z dziećmi w młodszym wieku szkolnym.

Zwracamy się z prośbą do Państwa o podzielenie się z nami swoimi opiniami na temat kształcenia językowego Waszych dzieci. Większość pytań niniejszej ankiety dotyczy nauki języków obcych przed rozpoczęciem szkoły podstawowej i obecnie, w klasie 1-3. Nasze szczególne zainteresowanie dotyczy wieku w jakim dzieci, Państwa zdaniem, powinny rozpoczynać naukę języka obcego, a także formy organizacyjnej i miejsca w jakim nauka ta powinna się odbywać.

Ankieta jest anonimowa i dane w niej zawarte zostaną wykorzystane tylko do celów naukowych. Po wypełnieniu ankiety bardzo proszę o włożenie jej do dołączonej koperty, zaklejenie i wrzucenie do zalakowanego pudła dostarczonego nauczycielowi. Zarówno wychowawca Państwa dziecka jak i dyrektor szkoły nie będą mieli możliwości wglądu w ankiety. Po zakończeniu badań ich wyniki zostaną udostępnione szkołom w formie uogólnionego raportu z całej próby rodziców, dyrektorów, nauczycieli języków obcych z różnych bydgoskich szkół. Proszę zatem o pełną szczerłość w udzielaniu odpowiedzi.

Badania uzyskały aprobatę kuratora Oświaty i Wychowania w Bydgoszczy, a także dyrektora Wydziału Oświaty Urzędu Miasta Bydgoszczy.

Wierząc, że zechcą Państwo wziąć udział w badaniach, bardzo dziękuję za współpracę.

Sylwia Wiśniewska

- autorka badań,
pracownik Katedry Anglistyki i Językoznawstwa Ogólnego
WSP w Bydgoszczy

Tel. kontaktowy: **3631038**



ANKIETA DLA RODZICÓW

JĘZYKI OBCE W KLASACH 1-3

JĘZYKI OBCE I PAŃSTWA DZIECKO

*Ta część dotyczy dziecka, które obecnie uczęszcza do klasy 1, 2 lub 3 szkoły podstawowej.
Jeśli mają Państwo więcej dzieci w tym wieku, proszę podać informacje prawdziwe dla jednego z dzieci.
Jeśli nie podano inaczej, proszę zaznaczać tylko jedną opcję.*

1. Płeć dziecka ☐ Dziewczynka ☐ Chłopiec
2. Czy Państwa dziecko uczyło się języka obcego zanim rozpoczęło naukę w szkole podstawowej? ☐ Tak ☐ Nie → Proszę przejść do pytania 5.
3. Jeśli tak, to jakiego języka/ów się uczyło?
Proszę zakreślić jedną lub więcej opcji.
 - ☐ Język angielski
 - ☐ Język francuski
 - ☐ Język niemiecki
 - ☐ Język hiszpański
 - ☐ Język rosyjski
 - ☐ Język włoski
 - ☐ Inny – proszę określić _____
4. W jaki sposób było to zorganizowane?
Proszę zakreślić jedną lub więcej opcji (jeśli dziecko uczyło się więcej niż jednego języka obcego lub jeśli w różnych latach było to różnie zorganizowane).
 - Jako kurs językowy w przedszkolu/zerówce
 - ☐ Dla wszystkich dzieci z tej samej grupy wiekowej
 - ☐ Dla wybranych dzieci w tym samym wieku
 - ☐ Dla dzieci w różnym wieku
 - Jako zajęcia pozalekcyjne/kurs w klubie lub szkole językowej
 - ☐ Dla dzieci w tym samym wieku
 - ☐ Dla dzieci w różnym wieku
 - Jako prywatne lekcje w domu
 - ☐ Dla jednego dziecka
 - ☐ Dla kilkorga dzieci (np. dla dwojga lub więcej Państwa dzieci; dla Państwa dziecka i dzieci znajomych, itp.)
 - Inaczej — proszę określić _____
5. Czy Państwa dziecko uczy się obecnie języka obcego? ☐ Tak ☐ Nie → Proszę przejść do pytania 19.
6. Jeśli tak, to jakiego/jakich?
 - ☐ Język angielski
 - ☐ Język francuski
 - ☐ Język niemiecki
 - ☐ Język hiszpański
 - ☐ Język rosyjski
 - ☐ Język włoski
 - ☐ Inny – proszę określić _____

7. Jakie były powody, że zdecydowali Państwo, że dziecko będzie się uczyło właśnie tego języka, a nie innego?

Proszę zakreślić powody prawdziwe w Państwa przypadku i umieścić '1' obok najważniejszego powodu.

- ☐ Uważaliśmy, że nauka tego języka będzie w przyszłości najbardziej korzystna dla naszego dziecka.
- ☐ Moje dziecko już uczyło się tego języka w przedszkolu i chcieliśmy żeby kontynuowało naukę.
- ☐ Uważaliśmy, że najłatwiej będzie zapewnić kontynuację nauki tego języka w wyższych klasach.
- ☐ Była to jedynie dostępna opcja (język) w szkole.
- ☐ Nauka tego języka była najtańszą opcją.
- ☐ Ponieważ nauczyciel tego języka był bardzo dobry.
- ☐ Inny — proszę określić _____

8. Czy woleliby Państwo żeby Wasze dziecko uczyło się obecnie innego języka niż ten, którego ma obecnie możliwość się uczyć?

- ☐ Tak
- ☐ Nie

9. Jak jest zorganizowana nauka języka obcego Państwa dziecka?

Proszę zakreślić jedną lub więcej opcji (jeśli dziecko uczy się więcej niż jednego języka obcego i jest to różnie zorganizowane).

- Jako przedmiot obowiązkowy w szkole
 - ☐ Dla wszystkich klas 1-3
 - ☐ Dla wybranej klasy (np. w formie eksperymentu)
- Jako przedmiot nadobowiązkowy w szkole
 - ☐ Dla wszystkich dzieci z tej samej klasy
 - ☐ Dla wybranych dzieci w tym samym wieku
 - ☐ Dla dzieci w różnym wieku (z różnych klas)
- Jako zajęcia pozalekcyjne/kurs w klubie lub szkole językowej
 - ☐ Dla dzieci w tym samym wieku
 - ☐ Dla dzieci w różnym wieku
- Jako prywatne lekcje w domu
 - ☐ Dla jednego dziecka
 - ☐ Dla kilkorga dzieci (np. dla dwojga lub więcej Państwa dzieci; dla Państwa dziecka i dzieci znajomych, itp.)
- Inaczej — proszę określić _____

10. Jaki jest tygodniowy wymiar nauki języka obcego (w sumie)?

- ☐ 10-15 min
- ☐ 20-30 min
- ☐ 35-45 min
- ☐ 50-90 min
- ☐ 100-120 min
- ☐ więcej niż 120 min

11. Jak często odbywają się lekcje?

- ☐ Raz w tygodniu
- ☐ 2-3 razy na tydzień
- ☐ 4-5 razy na tydzień

12. Jeśli Państwa dziecko uczy się obecnie języka obcego w szkole jako obowiązkowego przedmiotu, czy fakt, że taka nauka jest możliwa była ważnym czynnikiem w wyborze tej właśnie szkoły podstawowej?

- ☐ Bardzo ważnym
- ☐ Ważnym
- ☐ Neutralnym
- ☐ Nieważnym
- ☐ Absolutnie nieistotnym

13. Kto jest nauczycielem języka obcego Państwa dziecka?

- ☐ Nauczyciel klas 1-3 z kwalifikacjami do nauczania j. obcego
- ☐ Nauczyciel klas 1-3 bez kwalifikacji do nauczania j. obcego
- ☐ Nauczyciel j. obcego (np. anglista)
- ☐ Nauczyciel bez kwalifikacji (np. student)
- ☐ Nauczyciel-obcokrajowiec
- ☐ Inny — proszę określić _____
- ☐ Nie wiem

14. Jak oceniliby Państwo następujące cechy nauczyciela języka obcego Waszego dziecka?

Proszę zakreślić odpowiednią cyfrę na skali.

	BARDZO NEGATYWNE						BARDZO POZYTYWNE	NIE WIEM
1 Doświadczenie	1	2	3	4	5	6	?	
2 Osobowość	1	2	3	4	5	6	?	
3 Znajomość języka obcego	1	2	3	4	5	6	?	
4 Kompetencja w pedagogice wczesnoszkolnej	1	2	3	4	5	6	?	
5 Znajomość faz rozwojowych dziecka i psychologii wczesnoszkolnej	1	2	3	4	5	6	?	
6 Znajomość i użycie odpowiednich metod i technik pracy	1	2	3	4	5	6	?	
7 Znajomość i użycie odpowiednich pomocy dydaktycznych	1	2	3	4	5	6	?	
8 Zdolności artystyczne (umiejętności wokalne, plastyczne, itp.)	1	2	3	4	5	6	?	
9 Umiejętność nawiązania kontaktu z dziećmi	1	2	3	4	5	6	?	
10 Umiejętność nawiązania kontaktu z rodzicami dzieci	1	2	3	4	5	6	?	

15. Czy płać Państwo za naukę języka obcego? ☐ Tak

☐ Nie

16. Ile wynosi miesięczny wydatek za naukę języka obcego? _____ złotych miesięcznie

☐ Opłata jest wliczona w czesne za szkołę

17. Czy opłata za naukę języka jest w przypadku Waszego dziecka wyższa niż przeciętnie?

☐ Tak

☐ Nie

☐ Nie wiem

18. Jeśli tak, to dlaczego?

Proszę zaznaczyć opcje prawdziwe w Państwa sytuacji.

☐ Ponieważ moje dziecko jest uczone przez obcokrajowca

☐ Ponieważ jest to nauka indywidualna

☐ Ponieważ grupa jest bardzo mała

☐ Ponieważ jest więcej godzin / zajęcia są dłuższe

☐ Inny — proszę określić _____

Następne pytanie przeznaczone jest dla tych z Państwa, którzy zakreślili odpowiedź 'NIE' na pyt. 5 (tj. ci, których dzieci obecnie nie uczą się języka obcego). Jeśli nie dotyczy to Państwa, proszę przejść do kolejnego pytania.

19. Jakie są główne powody, że Państwa dziecko nie uczy się języka obcego?

Proszę zakreślić opcje prawdziwe w Państwa przypadku i umieścić '1' obok najważniejszego powodu.

☐ Ponieważ uważamy, że nasze dziecko jest za małe żeby rozpocząć naukę języka obcego.

☐ Ponieważ nie sądzimy, że nasze dziecko jest zdolne nauczyć się języka obcego.

☐ Ponieważ nie mogliśmy znaleźć odpowiedniego kursu dla naszego dziecka.

☐ Ponieważ kursy języków obcych dla dzieci nie są powszechnie dostępne.


☐ Ponieważ uważamy, że jakość kursów języków obcych dla dzieci jest słaba.

☐ Ponieważ kursy języków obcych dla dzieci są zbyt drogie.

☐ Ponieważ mieliśmy złe doświadczenia z nauką języków obcych naszego dziecka w przedszkolu (zanim dziecko rozpoczęło naukę w szkole podstawowej).

☐ Ponieważ mieliśmy złe doświadczenia z nauką języków obcych w przypadku naszych innych dzieci.

☐ Inne — proszę określić _____

Proszę kontynuować na następnych stronach. 

UCZENIE DZIECI JĘZYKÓW OBCYCH

20. Jaka jest Państwa ogólna ocena kursów języków obcych dla małych dzieci, dostępnych w naszym mieście?

Proszę zakreślić cyfrę na skali w zależności od tego jak Państwo oceniają następujące sprawy:

	←						
	BARDZO NEGATYWNE						BARDZO POZYTYWNE NIE MAM ZDANIA
1 Dostępność korepetycji językowych dla dzieci	1	2	3	4	5	6	?
2 Dostępność kursów dla dzieci w szkołach językowych	1	2	3	4	5	6	?
3 Dostępność kursów dla dzieci w szkołach podstawowych w ramach nauczania obowiązkowego	1	2	3	4	5	6	?
4 Dostępność kursów dla dzieci w szkołach podstawowych w ramach nauczania pozalekcyjnego (nadobowiązkowego)	1	2	3	4	5	6	?
5 Różnorodność kursów językowych dla dzieci	1	2	3	4	5	6	?
6 Jakość kursów językowych dla dzieci	1	2	3	4	5	6	?
7 Organizacja kursów językowych dla dzieci	1	2	3	4	5	6	?
8 Wysokość opłat za kursy językowe dla dzieci	1	2	3	4	5	6	?
9 Dostępność informacji o kursach językowych dla dzieci	1	2	3	4	5	6	?
10 Jakość nauczania na kursach językowych dla dzieci	1	2	3	4	5	6	?
11 Metody pedagogiczne używane przez nauczycieli języków obcych	1	2	3	4	5	6	?
12 Materiały i pomoce używane przez nauczycieli języków obcych	1	2	3	4	5	6	?
13 Kompetencje nauczycieli do nauczania j. obcego	1	2	3	4	5	6	?
14 Kompetencje nauczycieli do nauczania dzieci	1	2	3	4	5	6	?
15 Podejście nauczycieli języków obcych do dzieci	1	2	3	4	5	6	?
16 Współpraca nauczycieli języków obcych z rodzicami dzieci	1	2	3	4	5	6	?

21. Czy uważacie Państwo, że nauczanie języków obcych dla dzieci z klas 1-3 powinno być bardziej dostępne w szkołach podstawowych?
- ☐ Tak
☐ Nie
☐ Nie wiem
-
22. Jeśli tak, to jak powinno to być zorganizowane?
- ☐ Jako osobny, obowiązkowy przedmiot dla wszystkich dzieci klas 1-3
☐ Jako obowiązkowy przedmiot dla niektórych klas (wybrane dzieci)
☐ Jako zajęcia pozalekcyjne dla chętnych dzieci (np. jako osobny kurs po południu lub w weekendy)
-
23. Czy sądzą Państwo, że nauczanie języków obcych w klasach 1-3 powinno być zwolnione z wszelkich opłat?
- ☐ Tak
☐ Nie
☐ Nie wiem
-
24. Jeśli warunkiem wprowadzenia nauczania języków obcych w klasach 1-3 byłoby choćby częściowe obciążenie rodziców kosztami takiego kształcenia czy nadal chcieliby Państwo żeby ich dziecko uczestniczyło w takich zajęciach?
- ☐ Tak
☐ Nie
☐ Nie wiem
-
25. Jaka sumę byliby Państwo skłonni zapłacić za lekcje? __ __ __ złotych za miesiąc

26. Jaki język obcy miałyby być nauczany w klasach 1-3?

- ☐ Język angielski
☐ Język francuski
☐ Język niemiecki
☐ Język hiszpański
☐ Język rosyjski
☐ Język włoski
☐ Inny – proszę określić _____

27. Kiedy powinno się rozpoczynać obowiązkową naukę pierwszego języka obcego?

- ☐ Przed rozpoczęciem nauki w szkole podstawowej, w wieku _____
☐ Od 1 klasy szkoły podstawowej
☐ Od 2 klasy szkoły podstawowej
☐ Od 3 klasy szkoły podstawowej
☐ Tak jak obecnie, od 4 klasy szkoły podstawowej

28. Kto powinien uczyć języków obcych w klasach 1-3?

Proszę zaznaczyć jedną, najbardziej kompetentną Państwa zdaniem osobę.

- ☐ Nauczyciel/wychowawca klas 1-3
☐ Nauczyciel/wychowawca klas 1-3 znający język obcy
☐ Nauczyciel/wychowawca klas 1-3 z kwalifikacjami do nauczania języka obcego
☐ Nauczyciel języka obcego
☐ Nauczyciel języka obcego przeszkolony do pracy z dziećmi
☐ Nauczyciel języka obcego z kwalifikacjami do nauczania języków obcych w kl. 1-3
☐ Nauczyciel-obcokrajowiec (rodzimy użytkownik języka)

29. Jeżeli miałoby Państwo możliwość wyboru odpowiedniego nauczyciela języków obcych dla swojego dziecka, jakie elementy związane z jego/jej osobą byłyby dla Państwa najważniejsze?

Proszę określić cyframi od 1 do 5 (z 5 jako najważniejszym elementem) pięć najważniejszych cech.

- _____ Doświadczenie
 _____ Osobowość
 _____ Znajomość języka obcego
 _____ Kompetencja w pedagogice wczesnoszkolnej
 _____ Znajomość faz rozwojowych dziecka i psychologii wczesnoszkolnej
 _____ Znajomość i użycie odpowiednich metod i technik pracy
 _____ Znajomość i użycie odpowiednich pomocy dydaktycznych
 _____ Zdolności artystyczne (umiejętności wokalne, plastyczne, itp.)
 _____ Umiejętność nawiązania kontaktu z dziećmi
 _____ Umiejętność nawiązania kontaktu z rodzicami dzieci
 _____ Inne — proszę określić _____

D A N E

30. Ankieta wypełniona przez

☐ Matkę*☐ Ojca*

31. Wiek

Matki* ____ Ojca* ____

32. Wykształcenie

Matki* _____

Ojca* _____

33. Obecnie wykonywany zawód

Matki* _____

Ojca* _____

34. Jak by Pan/i określił/a sytuację finansową waszej rodziny?

Proszę zakreślić cyfrę na skali, która najtrafniej opisuje Państwa sytuację.

BARDZO ZŁA ← 1 2 3 4 5 6 **BARDZO DOBRA**

35. Ile języków obcych Pan/i zna?

Proszę zaznaczyć stopień znajomości (wg własnej oceny).

	SLABO	NIEZŁE	DOBRZE	B DOBRZE
Język angielski	1	2	3	4
Język francuski	1	2	3	4
Język niemiecki	1	2	3	4
Język włoski	1	2	3	4
Język hiszpański	1	2	3	4
Język rosyjski	1	2	3	4
Inny _____	1	2	3	4
Inny _____	1	2	3	4

36. Jakie języki obce zna drugi z rodziców dziecka?

Proszę zaznaczyć języki, które przynajmniej w stopniu podstawowym zna matka/ojciec* dziecka.*

- ☐ Język angielski
☐ Język francuski
☐ Język niemiecki
☐ Język hiszpański
☐ Język rosyjski
☐ Język włoski
☐ Inny – proszę określić _____

37. Ile mają Państwo dzieci?

38. W jakim są wieku?

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

Jezeli chciał/aby się Pan/i podzielić swoimi spostrzeżeniami na temat nauki języków obcych dzieci lub coś dodać do podanych informacji, proszę to uczynić poniżej.

* lub inny prawny opiekun dziecka płci żeńskiej/męskiej obecnie wychowujący dziecko

*** Bardzo dziękuję za wypełnienie ankiety.



Higher Pedagogical School of Bydgoszcz
Department of English
Grabowa 2, 85-601 Bydgoszcz
Phone/Fax: (052) 33411797

Bydgoszcz, 1999-08-25

Dear parents,

Recent changes in the new Framework Curriculum have created a possibility to start a foreign language study from the first grade of the elementary school. We are afraid, however, that this idea will not be widely introduced to schools due to a lack of suitably prepared teachers. Consequently, the Higher Pedagogical School of Bydgoszcz is considering launching a new double specialization teacher training courses in the area of early years education and FL teaching. The primary aim of the present research is to assess the demand for such studies, and to obtain information on its optimal organization and content.

We would be grateful if you could share your opinions with us on the subject of language learning of your children. The majority of questions in the questionnaire concerns learning of a foreign language by your child prior entering the elementary school and at present, in classes 1-3. Our special interest concerns the age at which children, in your opinion, should start learning a foreign language, organisational options and a place in which such education should be provided.

The survey is anonymous and all information provided by you will be treated as confidential. Neither your child's classteacher nor a school's headteacher will have the right to inspect the questionnaires. Having collected the information from all parties involved in the study (parents of the children from grades 1-3, headteachers from elementary and language schools, FL teachers and Early Years teachers involved in teaching young learners, student-teachers and teacher-trainers from FL and EY departments of HPS of Bydgoszcz), the results will be made available in the form of a generalized report. Therefore you are asked to complete this questionnaire sincerely.

The research has been approved by the Director of the Local Educational Authority of Bydgoszcz, and the director of the Bydgoszcz Commune Education Board.

Thank you very much for your assistance.

Yours sincerely,

Sylwia Wiśniewska

Research fellow at the Department of English,
Higher Pedagogical School of Bydgoszcz

My contact telephone number is: **3631038**



QUESTIONNAIRE FOR PARENTS

FOREIGN LANGUAGES IN CLASSES 1-3

FOREIGN LANGUAGES & YOUR CHILD

This part asks questions about the child who is currently enrolled to class 1, 2 or 3 of the elementary school.
If you have more children of this age answer the questions for one child only.

Unless stated otherwise, please tick one option only.

1. What is your child's gender? ☐ Girl ☐ Boy
2. Did your child learn a foreign language before coming to elementary school? ☐ Yes ☐ No → Please go to question 5.
3. If yes, which foreign language did s/he learn?
- Please tick all that apply.*
- ☐ English
☐ French
☐ German
☐ Italian
☐ Russian
☐ Spanish
☐ Other – please specify _____
4. Please specify how it was organised.
- Please tick all that apply.*
- As a language course in a nursery school/kindergarten
 - ☐ For all children from the same age group
 - ☐ For selected children from the same age group
 - ☐ For selected children from different age groups
 - As an 'after school' language course in a club or language school
 - ☐ For children of the same age
 - ☐ For children from different age groups
 - As private tuition at home
 - ☐ For one child only
 - ☐ For more than one child (e.g. your other children or children of your friends)
 - Other, please specify _____

5. Is your child currently involved in learning a foreign language? ☐ Yes ☐ No → Please go to question 19.
6. If yes, which foreign language is s/he learning?
- Please tick all that apply.*
- ☐ English
☐ French
☐ German
☐ Italian
☐ Russian
☐ Spanish
☐ Other – please specify _____

7. What were the reasons that you decided that your child would learn that foreign language and not others?

Please tick all that apply and put '1' next to the option that you think was the most important one.

- ☐ I thought that foreign language was the most beneficial for my child's future.
- ☐ My child had already learned that foreign language in the nursery school/kindergarten and I wanted her/him to continue.
- ☐ I thought it would be easier to continue learning this foreign language in classes 4-8 and beyond.
- ☐ That foreign language option was the only one available in the school.
- ☐ This foreign language option was cheaper.
- ☐ I liked the teacher.
- ☐ Other, please specify _____

8. Would you prefer your child to learn a different foreign language than the one s/he is studying now?

- ☐ Yes
- ☐ No

9. Please specify how foreign language instruction is organised.

- As a compulsory subject at school
 - ☐ As a part of 'the integrated day'
 - ☐ As a separate subject
- As an extra-curricular subject at school
 - ☐ For all children from the same class
 - ☐ For selected children from the same class level
 - ☐ For selected children from different class levels
- As an 'after school' language course in a club/language school
 - ☐ For children of the same age
 - ☐ For children from different age groups
- As private tuition at home
 - ☐ For one child only
 - ☐ For more than one child (e.g. your other children or children of your friends)
- Other, please specify _____

10. What is the amount of foreign language instruction per week that your child is receiving?

- ☐ 10-15 min
- ☐ 20-30 min
- ☐ 35-45 min
- ☐ 50-90 min
- ☐ 100-120 min
- ☐ more than 120 min

11. How often are the lessons held?

- ☐ Once a week
- ☐ 2-3 times a week
- ☐ 4-5 times a week

12. If your child is learning a foreign language as a compulsory subject in elementary school, was the fact that the school provides foreign language instruction an important factor in choosing it for your child?

- ☐ Very important
- ☐ Important
- ☐ Neutral
- ☐ Unimportant
- ☐ Absolutely unimportant

13. Who teaches a foreign language to your child?

- ☐ Class teacher with FL qualifications
- ☐ Class teacher without FL qualifications
- ☐ Foreign language specialist
- ☐ Teacher without qualifications (e.g. a student, a family member)
- ☐ FL native speaker
- ☐ Other, please specify _____
- ☐ I don't know

14. How would you evaluate the following features of your child's foreign language teacher?

Please circle the appropriate number on the scale.

	VERY NEGATIVE						VERY POSITIVE	I DON'T KNOW
1 Teacher's experience	1	2	3	4	5	6		?
2 Teacher's personality	1	2	3	4	5	6		?
3 Teacher's FL competence	1	2	3	4	5	6		?
4 Teacher's early years pedagogy competence	1	2	3	4	5	6		?
5 Teacher's knowledge of child's psychology and development	1	2	3	4	5	6		?
6 Teacher's use of appropriate teaching methods	1	2	3	4	5	6		?
7 Teacher's use of appropriate teaching aids	1	2	3	4	5	6		?
8 Teacher's artistic skills (drawing, singing, etc)	1	2	3	4	5	6		?
9 Teacher's ability to establish a good rapport with children	1	2	3	4	5	6		?
10 Teacher's ability to establish good relationship with parents	1	2	3	4	5	6		?

15. Is there a foreign language tuition fee? ☐ Yes
☐ No

16. What is the average monthly cost of foreign language instruction? _____ PLZ per month
☐ The fee is included in the overall school tuition fee

17. Is the foreign language option that your child is involved in a bit more expensive than average? ☐ Yes
☐ No
☐ I don't know

18. Is yes, why it is so? ☐ Because my child is taught by a native speaker
☐ Because it is an individual tuition
☐ Because the language group is very small
☐ Because the lessons are longer
☐ Because the lessons are more frequent
☐ Other, please specify _____

Please tick all that apply.

The next question is for parents who answered NO to question 5 (i.e. whose children are not currently involved in FL instruction). If it does not apply to you, please go on to next section (question 20).

19. What are the main reasons that your child is not currently learning a foreign language? ☐ I think my child is too young to start foreign language learning.
☐ I don't think that my child is not capable of learning a foreign language.
☐ I could not find an appropriate foreign language course for my child.
☐ Foreign language courses for children are not available.
☐ I think that the quality of foreign language courses for children is poor.
☐ Foreign language courses are too expensive.
☐ I had some bad experiences with foreign language instruction before my child was enrolled in elementary school.
☐ I had some bad experiences with foreign language instruction of my other children.
☐ Poor scheduling
☐ Other, please specify _____

Please continue with the rest of the questionnaire.

FOREIGN LANGUAGES AND CHILDREN

20. Generally speaking, how would you evaluate the foreign language provision that is currently available to children in our city?

Please circle the number on the ranking scale that most closely describes how satisfied or dissatisfied you are with the following elements:

	VERY DISSATISFIED					COMPLETELY SATISFIED	I DON'T KNOW
1 Availability of private tuition	1	2	3	4	5	6	?
2 Availability of FL courses for children organised by language schools	1	2	3	4	5	6	?
3 Availability of compulsory FL teaching at elementary schools	1	2	3	4	5	6	?
4 Availability of extracurricular FL courses organised in/by elementary schools	1	2	3	4	5	6	?
5 Variety of courses	1	2	3	4	5	6	?
6 The quality of FL courses for children	1	2	3	4	5	6	?
7 The organisation of courses	1	2	3	4	5	6	?
8 Tuition fees	1	2	3	4	5	6	?
9 Availability of information on FL courses for children	1	2	3	4	5	6	?
10 The quality of teaching at FL courses for children	1	2	3	4	5	6	?
11 Teaching methodology used	1	2	3	4	5	6	?
12 Teaching materials and resources used	1	2	3	4	5	6	?
13 Teachers' qualifications in a foreign language	1	2	3	4	5	6	?
14 Teachers' qualifications for teaching young children	1	2	3	4	5	6	?
15 Teachers' attitude to young children	1	2	3	4	5	6	?
16 Teachers' attitude to parents	1	2	3	4	5	6	?

21. Do you think that foreign language instruction should be more widely available in elementary schools?
- ☐ Yes, certainly
- ☐ Possibly
- ☐ No
- ☐ Don't know

22. If yes, how do you think foreign language instruction should be organised in classes 1-3 of the elementary school?
- ☐ As a compulsory subject integrated with the rest of the elementary school curriculum
- ☐ As a compulsory subject, separate from the rest of the elementary school curriculum
- ☐ As an extra-curricular subject (a paid for course) at school (e.g. after normal lessons or at weekends)

23. Do you think that foreign language instruction in classes 1-3 should be free of charge?
- ☐ Yes
- ☐ No
- ☐ I don't know

24. If foreign language provision in the classes 1-3 depended on parents' contribution towards a tuition fee, would you like your child to be still involved in foreign language instruction?
- ☐ Yes
- ☐ No
- ☐ I don't know

25. If free instruction were not possible, how much would you be able to contribute towards the foreign language tuition fee? — — — PLZ per month

26. Which foreign language should be taught to children in classes 1-3?

- ☐ English
- ☐ French
- ☐ German
- ☐ Italian
- ☐ Russian
- ☐ Spanish
- ☐ Other – please specify _____

27. When do you think compulsory learning of the first foreign language should start?

- ☐ Before elementary school, at age _____
- ☐ From class 1
- ☐ From class 2
- ☐ From class 3
- ☐ As it is now—in class 4.

28. Who do you think is the best-qualified person to teach foreign languages in classes 1-3?

- ☐ Regular class teacher
- ☐ Regular class teacher with some FL competence
- ☐ Regular class teacher with FL qualifications
- ☐ Foreign language specialist
- ☐ Foreign language specialist with some early years training
- ☐ Foreign language specialist with early years qualifications
- ☐ Native speaker of a FL

29. If you were free to choose a foreign language teacher for your child, which of the following elements would be the most important for you?

Please list the five most important, with '5' being the highest.

- ___ Teacher's experience
- ___ Teacher's personality
- ___ Teacher's FL competence
- ___ Teacher's competence in early years pedagogy
- ___ Teacher's knowledge of child psychology and development.
- ___ Teacher's use of appropriate methods
- ___ Teacher's use of appropriate teaching aids
- ___ Teacher's artistic skills (drawing, singing, etc.)
- ___ Teacher's ability to establish a good rapport with children.
- ___ Teacher's ability to establish good relationships with parents.
- Other – please specify _____

ABOUT YOU

30. What is your gender?

- ☐ Female
- ☐ Male

31. What is your age? _____

32. What is the age of your spouse? _____

33. What qualifications/degrees do you possess (technical qualifications, BA/BSc MA/MSc, etc.)?

- 1) _____
2) _____
3) _____

34. What qualifications/degrees does your spouse possess (technical qualifications BA/BSc MA/MSc, etc.)?

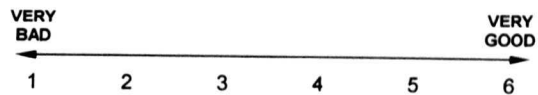
- 1) _____
2) _____
3) _____

35. What is your job? _____

36. What is the job of your spouse? _____

37. How would you describe the financial situation of your family?

Please circle the number on the ranking scale that most closely describes your situation.



38. How many foreign languages do you know?

Please tick the language(s) that you know and evaluate the degree to which you think you are proficient in a given language.

	POOR	FAIR	GOOD	V. GOOD
<input type="checkbox"/> English	1	2	3	4
<input type="checkbox"/> French	1	2	3	4
<input type="checkbox"/> German	1	2	3	4
<input type="checkbox"/> Italian	1	2	3	4
<input type="checkbox"/> Latin	1	2	3	4
<input type="checkbox"/> Russian	1	2	3	4
<input type="checkbox"/> Spanish	1	2	3	4
Other _____	1	2	3	4
Other _____	1	2	3	4

39. How many foreign languages does your spouse know?

Please tick all language that s/he knows.

- ☐ English
☐ French
☐ German
☐ Italian
☐ Latin
☐ Russian
☐ Spanish
☐ Other – please specify _____

40. How many children have you got? _____

41. How old are they?

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

If you would like to add any comments, please feel free to do so.

*** Thank you for participating in this survey.



Wyższa Szkoła Pedagogiczna w Bydgoszczy
Katedra Anglistyki i Językoznawstwa Ogólnego
ul. Grabowa 2, 85-601 Bydgoszcz
Tel/fax. (052) 33411797

Bydgoszcz, 1999-10-08

Szanowne Koleżanki i Koledzy!

W związku ze zmianami w ramowych planach nauczania została stworzona możliwość rozpoczęcia nauki pierwszego języka obcego już od pierwszej klasy szkoły podstawowej. Obawiam się jednak, że idea ta nie zostanie szeroko wprowadzona do szkół ze względu na brak odpowiednio przygotowanych nauczycieli.

W związku z tym zwracamy się z prośbą do Was o podzielenie się Waszymi opiniami na temat celowości powołania dwuspecjalizacyjnych studiów nauczycielskich w zakresie edukacji wczesnoszkolnej i filologii obcej. Poprzez zapoznanie się z Waszym zdaniem, a także opiniami nauczycieli obecnie uczącymi języki obce w przedszkolach i klasach 1-3, dyrektorów szkół i rodziców dzieci, pragniemy ustalić jakie są potrzeby powołania takich studiów, zoptymalizować ich strukturę i plany nauczania, tak by przyszli absolwenci byli jak najlepiej przygotowani do pracy z dziećmi w młodszym wieku szkolnym.

Ankieta jest anonimowa i dane w niej zawarte zostaną wykorzystane tylko do celów naukowych. Proszę zatem o pełną szczerłość w udzielaniu odpowiedzi.

Badania uzyskały aprobatę rektora d/s nauki, prof. dr hab., kuratora Oświaty i Wychowania w Bydgoszczy, a także dyrektora Wydziału Oświaty Urzędu Miasta Bydgoszczy.

Wierząc, że zechcecie wziąć udział w badaniach, bardzo dziękuję za współpracę.

Sylwia Wiśniewska

- autorka badań,
pracownik Katedry Anglistyki i Językoznawstwa Ogólnego
WSP w Bydgoszczy



ANKIETA DLA STUDENTÓW

NAUCZYCIELE JĘZYKÓW OBCYCH DLA DZIECI

D A N E

Ta sekcja dotyczy ogólnych danych o Tobie. Jeśli nie podano inaczej, proszę zakreśli tylko jedną odpowiedź.

1. Płeć	<input type="checkbox"/> Kobieta	<input type="checkbox"/> Mężczyzna
2. Wiek	___ lat	
3. Na jakim kierunku studiujesz obecnie na WSP w Bydgoszczy?	<input type="checkbox"/> Filologia angielska (studia licencjackie) <input type="checkbox"/> Filologia niemiecka (studia licencjackie) <input type="checkbox"/> Pedagogika wczesnoszkolna (studia licencjackie) <input type="checkbox"/> Filologia angielska (studia magisterskie) <input type="checkbox"/> Filologia niemiecka (studia magisterskie) <input type="checkbox"/> Lingwistyka stosowana ros.-ang. (studia magisterskie) <input type="checkbox"/> Lingwistyka stosowana ros.-niem. (studia magisterskie) <input type="checkbox"/> Pedagogika wczesnoszkolna (studia magisterskie)	
4. Jaki jest twój tryb studiowania?	<input type="checkbox"/> Studia dzienne <input type="checkbox"/> Studia wieczorowe <input type="checkbox"/> Studia zaoczne <input type="checkbox"/> Indywidualny tok studiów	
5. Na którym roku jesteś?	1 2 3 4 5	
6. Czy ukończyłeś/aś już wcześniej jakieś studia (policjalne, licencjackie, magisterskie)?	<input type="checkbox"/> Tak <input type="checkbox"/> Nie <input type="checkbox"/> Jeśli tak, to jakie? W jakim trybie ukończone?	
7. Czy jest to jedyny kierunek studiów na którym obecnie studiujesz?	<input type="checkbox"/> Tak <input type="checkbox"/> Nie <input type="checkbox"/> Jeśli nie, to na jakim innym kierunku studiujesz?	
Jaki jest twój tryb studiów?		
<input type="checkbox"/> Studia dzienne <input type="checkbox"/> Studia wieczorowe <input type="checkbox"/> Studia zaoczne <input type="checkbox"/> Indywidualny tok studiów		
Na którym roku jesteś?		
1 2 3 4 5		

- 2 8. Jak byś ocenił/a swoje umiejętności w języku, który obecnie studiujesz (jako kierunek wiodący lub w formie lektoratu)?

Proszę określić język/i jaki/e studiujesz i stopień kompetencji (wg własnej oceny).

Język 1: _____	SLABO	NIEŻLE	DOBRZE	B. DOBRZE
Mówienie	1	2	3	4
Rozumienie ze słuchu	1	2	3	4
Czytanie	1	2	3	4
Pisanie	1	2	3	4
Gramatyka	1	2	3	4
Słownictwo	1	2	3	4
Wymowa	1	2	3	4

Język 2: _____	SLABO	NIEŻLE	DOBRZE	B. DOBRZE
Mówienie	1	2	3	4
Rozumienie ze słuchu	1	2	3	4
Czytanie	1	2	3	4
Pisanie	1	2	3	4
Gramatyka	1	2	3	4
Słownictwo	1	2	3	4
Wymowa	1	2	3	4

9. Czy znasz jakieś inne języki oprócz tych, które wymieniałeś powyżej?

Proszę zakreślić stopień kompetencji (wg własnej oceny).

	SLABO	NIEŻLE	DOBRZE	B. DOBRZE
Język angielski	1	2	3	4
Język francuski	1	2	3	4
Język niemiecki	1	2	3	4
Język hiszpański	1	2	3	4
Język rosyjski	1	2	3	4
Język włoski	1	2	3	4
Inny _____	1	2	3	4
Inny _____	1	2	3	4

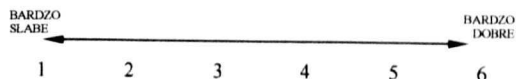
☐ Nie znam

10. Jak byś ocenił/a swoje umiejętności artystyczne?

	SLABO	NIEŻLE	DOBRZE	B. DOBRZE
taniec	1	2	3	4
aktorstwo	1	2	3	4
rysunek, malarstwo	1	2	3	4
teatrzyk kukielkowy	1	2	3	4
śpiew	1	2	3	4
gra na instrumencie muz.				
(na jakim?) _____	1	2	3	4
_____	1	2	3	4
Inne umiejętności _____	1	2	3	4

11. Jak byś ogólnie ocenił/a swoje osiągnięcia w nauce?

Proszę zakreślić cyfrę na skali.



12. Czy kiedykolwiek uczyłeś/aś małe dzieci (3-10 lat) języków obcych?

- ☐ Tak
☐ Nie

Jeśli tak, to gdzie? Proszę zakreślić wszystkie opcje, które Ciebie dotyczą.

- ☐ W państwowym przedszkolu
☐ W prywatnym przedszkolu
☐ W państwowej szkole podstawowej
☐ W prywatnej szkole podstawowej
☐ W szkole językowej
☐ Na korepetycjach
☐ Inne—proszę określić _____

Jakich języków obcych uczyłeś/aś? Proszę zakreślić wszystkie opcje, które Ciebie dotyczą.

- ☐ Język angielski
☐ Język francuski
☐ Język niemiecki
☐ Język hiszpański
☐ Język rosyjski
☐ Język włoski
☐ Inny – proszę określić _____

- ☐ Tak
☐ Nie

Jeśli tak, to gdzie? Proszę zakreśli wszystkie opcje, które Ciebie dotyczą.

- ☐ W państwowym przedszkolu
☐ W prywatnym przedszkolu
☐ W państwowej szkole podstawowej
☐ W prywatnej szkole podstawowej
☐ W szkole językowej
☐ Na korepetycjach
☐ Inne—proszę określić _____

Jakich języków obcych uczyłeś/aś? Proszę zakreśli wszystkie opcje, które Ciebie dotyczą.

- ☐ Język angielski
☐ Język francuski
☐ Język niemiecki
☐ Język hiszpański
☐ Język rosyjski
☐ Język włoski
☐ Inny – proszę określić _____

NAUCZYCIEL JĘZYKA OBCEGO

Pytania w tej sekcji dotyczą Twojej opinii na temat nauczycieli języków obcych uczących małe dzieci i sposobu w jaki powinno się ich kształcić. Jeśli nie podano inaczej, proszę zakreśli tylko jedną odpowiedź.

14. Czy chciałbyś/abyś uczyć języków obcych małe dzieci kiedy ukończysz studia?

- ☐ Tak
☐ Nie
☐ Nie wiem

Jeśli nie, to z jakiego powodu?

Proszę zakreśli te powody, które są prawdziwe w Twojej sytuacji i umieścić '1' obok najważniejszego powodu.

- ☐ Nie chce w ogóle być nauczycielem.
☐ Nie lubię uczyć małych dzieci.
☐ Warunki oferowane w szkołach nie odpowiadają mi.
☐ Nie pozwala mi na to mój poziom znajomości j. ob.
☐ Nie pozwala mi na to mój poziom znajomości metodyki nauczania małych dzieci.
☐ Inne powody—proszę określić _____

Jeśli tak, to czy uważasz, że obecne studia dobrze Cię przygotowują do tej pracy?

- ☐ Tak
☐ Nie
☐ Nie wiem

Jeśli uważasz że nie, to jakich przedmiotów Twoim zdaniem brakuje na Twoich obecnych studiach, a które byłyby przydatne nauczycielowi j. ob. uczącego małe dzieci? Proszę określić pięć najważniejszych.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

15. Kto powinien uczyć małe dzieci języków obcych?

Proszę zakreślić najbardziej kompetentną, Twoim zdaniem, osobę.

Informacja:

Kwalifikacje=dyplom ukończenia studiów

- ☐ Nauczyciel—wychowawca w przedszkolu /w klasie 1-3
☐ Nauczyciel—wychowawca znający język obcy
☐ Nauczyciel—wychowawca z kwalifikacjami do nauczania j.ob.
☐ Nauczyciel języka obcego
☐ Nauczyciel języka obcego przeszkolony do pracy z dziećmi
☐ Nauczyciel języka obcego z kwalifikacjami do nauczania j.ob. w przedszkolu / w klasach 1-3
☐ Nauczyciel—obcokrajowiec (rodzimy użytkownik języka)

16. W jaki sposób powinno się kształcić nauczycieli języków obcych uczących małe dzieci?

Proszę zakreślić najbardziej optymalny rodzaj studiów.

- ☐ Obecne studia w zakresie filologii obcej (lic./mgr.)
☐ Obecne studia w zakresie pedagogiki wczesnoszkolnej (lic./mgr.)
☐ Obecne studia licencyjne w zakresie fil. obcej lub ped. wczesnoszk. (studia 1 stopnia) **PLUS** specjalistyczne studia 2 stopnia w zakresie nauczania j.ob. w ed. wczesnoszkolnej
☐ Obecne studia licencyjne/magisterskie w zakresie fil. obcej lub ped. wczesnoszkolnej **PLUS** studia podyplomowe w zakresie nauczania j.ob. w ed. wczesnoszkolnej
☐ Studia dwukierunkowe w zakresie filologii obcej i ed. wczesnoszkolnej
☐ Inne—proszę określić _____

17. Proszę zakreślić wszystkie najważniejsze przedmioty, które Twoim zdaniem powinny się znaleźć w programie studiów przygotowujących nauczycieli języków obcych uczących małe dzieci.

JĘZYK OBCY	PEDAGOGIKA WCZESNOSZKOLNA	OGÓLNE
<input type="checkbox"/> Mówienie	<input type="checkbox"/> Pedagogika wczesnoszkolna	<input type="checkbox"/> Historia edukacji
<input type="checkbox"/> Rozumienie ze słuchu	<input type="checkbox"/> Edukacja językowa	<input type="checkbox"/> Teoria edukacji
<input type="checkbox"/> Czytanie	<input type="checkbox"/> Edukacja matematyczna	<input type="checkbox"/> Teoria wychowania
<input type="checkbox"/> Pisanie	<input type="checkbox"/> Edukacja ekologiczna	<input type="checkbox"/> Podstawy edukacji
<input type="checkbox"/> Tłumaczenie	<input type="checkbox"/> Pedagogika przedszkolna z metodyką	<input type="checkbox"/> Psychologia
<input type="checkbox"/> Gramatyka	<input type="checkbox"/> Metodyka kształcenia polonistycznego	<input type="checkbox"/> Filozofia edukacji
<input type="checkbox"/> Słownictwo	<input type="checkbox"/> Metodyka kształcenia matematycznego	<input type="checkbox"/> Socjologia
<input type="checkbox"/> Wymowa (fonetyka i fonologia)	<input type="checkbox"/> Metodyka środowiska społ.-przyrod.	<input type="checkbox"/> Prawo a edukacja
<input type="checkbox"/> Metodyka nauczania j.ob.	<input type="checkbox"/> Edukacja plastyczna z metodyką	<input type="checkbox"/> Wychowanie dziecka w środowisku społ.
<input type="checkbox"/> Akwizycja (uczenie się) j. ob. w dzieciństwie	<input type="checkbox"/> Edukacja muzyczna z metodyką	<input type="checkbox"/> Diagnostyka i terapia pedagogiczna
<input type="checkbox"/> Historia literatury	<input type="checkbox"/> Edukacja techniczna z metodyką	<input type="checkbox"/> Informatyka (w edukacji)
<input type="checkbox"/> Literatura dziecięca	<input type="checkbox"/> Edukacja wychowania fizycznego	<input type="checkbox"/> Biomedyczne podstawy rozwoju i wychowania
<input type="checkbox"/> Historia krajów obcojęzycznych	<input type="checkbox"/> Kontrola i ocena osiągnięć ucznia	<input type="checkbox"/> Warsztaty muzyczne
<input type="checkbox"/> Realoznawstwo i kultura	<input type="checkbox"/> Programy szkolne i planowanie dydaktyczne	<input type="checkbox"/> Warsztaty plastyczne
<input type="checkbox"/> Lingwistyka stosowana	<input type="checkbox"/> Kierowanie pracą uczniów	<input type="checkbox"/> Warsztaty teatralne
<input type="checkbox"/> Językoznawstwo	<input type="checkbox"/> Tworzenie i użycie środków dydaktycznych	<input type="checkbox"/> Inne _____
<input type="checkbox"/> Inne _____	<input type="checkbox"/> Inne _____	

17. Obecnie studiujesz na studiach jednokierunkowych (fil. obcej lub ed. wczesnoszkolnej), jakie byłyby studia, które podjąłbyś/jęłabyś w celu uzupełnienia/podwyższenia swoich kwalifikacji potrzebnych do nauczania języków obcych dzieci?

Niektóre z podanych opcji dopiero w planach.

Proszę zakreślić te studia, które byłyby najbardziej optymalne w Twojej sytuacji.

- Studia licencyjne w zakresie fil. obcej
☐ st. dzienne ☐ st. zaoczne
- Studia licencyjne w zakresie edukacji wczesnoszkolnej
☐ st. dzienne ☐ st. zaoczne
- Magisterskie studia uzupełniające w zakresie fil. obcej
☐ st. dzienne ☐ st. zaoczne
- Magist. studia uzupełniające w zakresie ed. wczesnoszkolnej
☐ st. dzienne ☐ st. zaoczne
- Magist. studia uzupełniające w zakresie naucz. j. ob. dzieci
☐ st. dzienne ☐ st. zaoczne
- ☐ Zaoczne studia podyplomowe w zakresie nauczania j.ob. dzieci
- ☐ Kurs metodyczny w zakresie nauczania j.ob. dzieci
- ☐ Inne—proszę określić _____

Jeśli chciałbyś/abyś coś dodać do podanych powyżej informacji proszę uczynić to poniżej.

*** Bardzo dziękuję za wypełnienie ankiety.



Higher Pedagogical School of Bydgoszcz
Department of English
Grabowa 2, 85-601 Bydgoszcz
Phone/Fax: (052) 33411797

Bydgoszcz, 1999-10-08

Dear students,

Recent changes in the new Framework Curriculum have created a possibility to start a foreign language study from the first grade of the elementary school. We are afraid, however, that this idea has not been widely introduced to schools due to a lack of suitably prepared teachers.

Consequently, we wish to collect your views on purposefulness of launching a new double specialization teacher training courses in the area of early years education and FL teaching. The primary aim of the present research is to assess the demand for such studies, and to obtain information on its optimal organization and content. Your opinions will supplement the information collected from elementary and language schools teachers already involved in teaching foreign languages to younger children, as well as the opinions of headteachers and parents of children from grades 1-3.

The survey is anonymous and all information provided by you will be treated as confidential. Therefore you are asked to complete this questionnaire sincerely.

The research has been approved by prof. Zenon Grabarczyk, the head of the Department of English of the HPS of Bydgoszcz, as well as by the Director of the Local Educational Authority of Bydgoszcz, and the director of the Bydgoszcz Commune Education Board.

Thank you very much for your assistance.

Yours sincerely,

Sylwia Wiśniewska

Research fellow at the Department of English,
Higher Pedagogical School of Bydgoszcz



STUDENT QUESTIONNAIRE

TRAINING FL TEACHERS OF CHILDREN

ABOUT YOU

This section asks for general information about you. Unless stated otherwise, please give/tick one answer only.

1. What is your gender?	<input type="checkbox"/> Female	<input type="checkbox"/> Male
<hr/>		
2. What is your age?	— —	
<hr/>		
3. What is the degree you are currently doing at the HPS of Bydgoszcz?	<input type="checkbox"/> BA in English <input type="checkbox"/> BA in German <input type="checkbox"/> BA in Early Years (EY) pedagogy <input type="checkbox"/> MA in English <input type="checkbox"/> MA in German <input type="checkbox"/> MA in Russian—English <input type="checkbox"/> MA in Russian—German <input type="checkbox"/> MA in EY pedagogy	
<hr/>		
4. What is your student status?	<input type="checkbox"/> Daily (full-time) <input type="checkbox"/> Extramural (part-time) <input type="checkbox"/> Evening (part-time) <input type="checkbox"/> Negotiated	
<hr/>		
5. Which year are you in?	1	2 3 4 5
<hr/>		
6. Is this your first degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	—————→ If not, what degree/qualifications do you already possess?	
<hr/>		
7. Is this the only degree you are currently doing?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	—————→ If not, what is the other degree you are currently reading?	
<hr/>		
What is your student status on that course?		
<input type="checkbox"/> Daily (full-time) <input type="checkbox"/> Extramural (part-time) <input type="checkbox"/> Evening (part-time) <input type="checkbox"/> Individual course of studies		
Which year are you in?		
1 2 3 4 5		

8. How would you evaluate the level of competence in the language(s) that you are currently studying as part of your degree?

Please write the name(s) of the language(s) that you are studying and evaluate the degree to which you think you are proficient in a given language.

Language 1 : _____	POOR	FAIR	GOOD	V. GOOD
Speaking skills	1	2	3	4
Listening skills	1	2	3	4
Reading skills	1	2	3	4
Writing skills	1	2	3	4
Grammar	1	2	3	4
Vocabulary	1	2	3	4
Pronunciation	1	2	3	4

Language 2: _____	POOR	FAIR	GOOD	V. GOOD
Speaking skills	1	2	3	4
Listening skills	1	2	3	4
Reading skills	1	2	3	4
Writing skills	1	2	3	4
Grammar	1	2	3	4
Vocabulary	1	2	3	4
Pronunciation	1	2	3	4

9. Do you know any other foreign languages apart from the ones that you mentioned above?

Please evaluate the degree to which you think you are proficient in a given language.

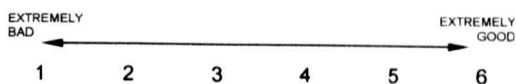
	POOR	FAIR	GOOD	V. GOOD
English	1	2	3	4
French	1	2	3	4
German	1	2	3	4
Italian	1	2	3	4
Russian	1	2	3	4
Spanish	1	2	3	4
Other _____	1	2	3	4
Other _____	1	2	3	4

10. How would you evaluate your artistic skills?

	POOR	FAIR	GOOD	V. GOOD
dancing	1	2	3	4
drama	1	2	3	4
drawing and painting	1	2	3	4
puppet making	1	2	3	4
singing	1	2	3	4
playing an instrument				
<i>Please specify instrument</i> _____	1	2	3	4
_____	1	2	3	4
Other skills _____	1	2	3	4

11. How would you generally evaluate your academic achievements as a student?

Please circle the number on the ranking scale that most closely describes you.



12. Have you ever been involved in teaching a foreign language to young children (3-10 years old)?

- ☐ Yes
- ☐ No

If yes, where did you teach? *Please tick ALL that apply.*

- ☐ In a state kindergarten
- ☐ In a private kindergarten
- ☐ In a state elementary school
- ☐ In a private elementary school
- ☐ In a language school
- ☐ Private tuition
- ☐ Other—please specify _____

What foreign languages did you teach? *Please tick ALL that apply.*

- ☐ English
☐ French
☐ German
☐ Russian
☐ Italian
☐ Spanish
☐ Other – please specify _____

13. Are you currently involved in teaching foreign languages to young children (3-10 years old)?

3

- ☐ Yes
☐ No

If yes, where do you teach? Please tick ALL that apply.

- ☐ In a state kindergarten
☐ In a private kindergarten
☐ In a state elementary school
☐ In a private elementary school
☐ In a language school
☐ Private tuition
☐ Other—please specify _____

What foreign languages do you teach? Please tick ALL that apply.

- ☐ English
☐ French
☐ German
☐ Russian
☐ Italian
☐ Spanish
☐ Other – please specify _____

FOREIGN LANGUAGE TEACHER OF CHILDREN

This section asks for your opinion on who should teach foreign languages to children and how they should be trained.

14. Would you like to teach foreign languages to children when you graduate?

- ☐ Yes
☐ No
☐ I don't know

If not, what are the reasons?

Please tick all that apply and put '1' next to the most important reason.

- ☐ I do not like teaching.
☐ I do not like teaching to young children.
☐ The conditions offered in schools are not good.
☐ My foreign language proficiency is not sufficient.
☐ My methodological preparation to teach young children is not sufficient.
☐ Other—please specify _____

If yes, do you think that the course you are following now prepares you well for this job?

- ☐ Yes
☐ No
☐ I don't know

If you think that your current course does not prepare you well, what elements might be useful for your future job as a foreign language teacher of children?

Please list the five most important.

1 _____
2 _____
3 _____
4 _____
5 _____

15. Who do you think is best-qualified to teach foreign languages to children?

Please tick one.

- ☐ Regular class teacher
☐ Regular class teacher with some FL competence
☐ Regular class teacher with FL qualifications
☐ Foreign language specialist
☐ Foreign language specialist with some EY training
☐ Foreign language specialist with EY qualifications
☐ Native speaker of a FL

16. What do you think is the best way of preparing foreign language teachers of children?

Please tick one.

- ☐ The existing BA or MA in FL
- ☐ The existing BA or MA in EY pedagogy
- ☐ The existing BA in FL or EY pedagogy (1st degree) followed by a combined MA FL and FL course (2nd degree)
- ☐ The existing BA/MA in FL or BA/MA in EY pedagogy followed by an inservice, postgraduate course in teaching FL to children
- ☐ Dual specialisation, 'one-piece' MA course in FL and EY pedagogy (combined)
- ☐ Other, please specify _____

17. Please tick all the components which you feel should be an essential part of a course for teachers of foreign languages to children.

FOREIGN LANGUAGE	EARLY YEARS PEDAGOGY	GENERAL
<input type="checkbox"/> Speaking skills	<input type="checkbox"/> Early years pedagogy	<input type="checkbox"/> History of education
<input type="checkbox"/> Listening skills	<input type="checkbox"/> Language and literature education	<input type="checkbox"/> Theory of education
<input type="checkbox"/> Reading skills	<input type="checkbox"/> Mathematical education	<input type="checkbox"/> Theory of upbringing
<input type="checkbox"/> Writing skills	<input type="checkbox"/> Ecological education	<input type="checkbox"/> Principles of education
<input type="checkbox"/> Translation skills	<input type="checkbox"/> Pre-school pedagogy and didactics	<input type="checkbox"/> Educational psychology
<input type="checkbox"/> Grammar	<input type="checkbox"/> Didactics of teaching Polish lang. arts	<input type="checkbox"/> Educational philosophy
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Didactics of teaching maths	<input type="checkbox"/> Sociology of education
<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Didactics of teaching science	<input type="checkbox"/> Legal rights of children
<input type="checkbox"/> FL teaching methodology	<input type="checkbox"/> Didactics of teaching arts	<input type="checkbox"/> Educating children in social surrounding
<input type="checkbox"/> FL language acquisition in childhood	<input type="checkbox"/> Didactics of teaching music	<input type="checkbox"/> Diagnosis and pedagogic therapy
<input type="checkbox"/> History of the FL literature	<input type="checkbox"/> Didactics of teaching crafts	<input type="checkbox"/> IT & computing (in education)
<input type="checkbox"/> FL children's literature	<input type="checkbox"/> Didactics of teaching PE	<input type="checkbox"/> Early childhood biomedical development
<input type="checkbox"/> History of the FL countries	<input type="checkbox"/> Testing and assessment	<input type="checkbox"/> Music workshops
<input type="checkbox"/> Culture and society of the FL countries	<input type="checkbox"/> Curriculum and planning	<input type="checkbox"/> Arts workshops
<input type="checkbox"/> Applied Linguistics	<input type="checkbox"/> Class management	<input type="checkbox"/> Drama workshops
<input type="checkbox"/> General Linguistics	<input type="checkbox"/> Teaching aids	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	

18. Since you are now following a single degree course, what would be the most likely course that you would take to upgrade your qualifications?

Please note that some of those options do not exist yet. Choose one option that would match your needs best.

- BA in an FL
 - ☐ daily course ☐ extramural course
- BA in EY pedagogy
 - ☐ daily course ☐ extramural course
- Supplementary MA course in an FL
 - ☐ daily course ☐ extramural course
- Supplementary MA course in EY pedagogy
 - ☐ daily course ☐ extramural course
- Supplementary MA course in FL teaching to children
 - ☐ daily course ☐ extramural course
- Postgraduate course in early FL teaching
 - ☐ degree ☐ diploma
- INSET methodology course in early FL teaching
- Other—please specify _____

If you would like to add any comments, please feel free to do so.

*** Thank you for participating in this survey.



TEACHER'S INTERVIEW SCHEDULE

FOREIGN LANGUAGES IN CLASSES 1-3

SCHEDULE

- i. Personal introduction.
- ii. Purpose and methods of research.
- iii. Explanation why the interviewee has been selected for interviewing.
- iv. Confidentiality and anonymity statement.
- v. Request for permission to audio-tape.
- vi. Feedback statement.
- vii. Interview (30-60 min).
- viii. Closing

DATA COLLECTION PROCEDURE

Pilot (2-3 people) ➡ Revision and changes ➡ Interviewing (12-16 people) ➡ Analysis

THEMES TO EXPLORE

Teaching practice vs. training received

Teaching problems vs. training received

'Peculiarities' of teaching to children vs. teenagers/adults, teacher of children vs. adults

A 'good' teacher of children –personality & abilities vs. training received

Improvement of early foreign language teacher training

EXAMPLES OF INTERVIEW QUESTIONS

1. Name, qualifications, years of experience.
2. How did you become involved in foreign language teaching to children?
3. Can you give a brief description of a current or a recent project of teaching FL to children that you have been involved in?
 - Description of the class/selection/nembers
 - School: attitude, support,
 - Time, resources
 - Strategies, methods, techniques used
 - Guidance on methodology
 - Syllabus, planning
 - Textbooks used
 - Use of mother tongue
 - How much curriculum integration
 - Parents involvement, evaluation
 - Outcomes for the pupils: linguistic (assessment techniques)? cultural? psychological? social? attitude?
 - Arrangements for continuity
4. What do you think are the reasons for parents enrolling their children in foreign language courses?
5. What do you think are the benefits of teaching a foreign language to children?
6. What do you think are the constraints? The essential prerequisites for FLES in Poland?
7. Do you enjoy teaching to children? What makes it special? How does the teacher of children differ from the teacher of teenagers/adults?
8. From your own perspective, what makes you a successful teacher of children?
 - personality
 - experience
 - early years pedagogy and methods
 - foreign language competence
 - mainstream subject competence
 - knowledge about child development
 - artistic skills
 - any other
9. How much of your being a good teacher is related to your personality or abilities and how much to your training?
10. If you were to evaluate your own teacher training, what are the elements that were missing and would be useful in your teaching practice of teaching a foreign language to children?
11. How does your teacher training relate to your own teaching? Relevant? Helpful?
12. Do you have any thoughts on what teacher training for early teaching of foreign languages should look like?
13. What skills that you lack or teaching problems that you have experienced can be linked directly to the gaps in your training?



SCENARIUSZ WYWIADU

Z KADRĄ NAUKOWĄ WSP W BYDGOSZCZY

na temat *Kształcenia nauczycieli dla potrzeb wczesnej nauki języków obcych w Polsce*

1. Przedmiot i cel badań

Zgodnie ze światową tendencją promowania tzw. wczesnego startu w nauce języków obcych (j.ob.), Ministerstwo Edukacji Narodowej wprowadziło od 1999 r. zmiany w ramowych planach nauczania i stworzyło możliwość rozpoczęcia obowiązkowego nauczania j. ob. już w pierwszej klasie szkoły podstawowej. Zmiany te uwzględniają rosnące zainteresowanie rodziców nauczaniem j. ob. coraz młodszych dzieci. Jednakże ze względu na niedostateczną liczbę nauczycieli j. ob. (zarówno dla klas 1-3, jak i 4-6 szkoły podstawowej), wydaje się, że idea wczesnego startu nie zostanie szeroko wprowadzona do szkół. Ponadto rodzice dzieci, dyrektorzy szkół podstawowych i dyrektorzy szkół językowych sygnalizują słabe przygotowanie nauczycieli j. ob. do pracy z małymi dziećmi. Problem ten jest tym bardziej istotny zważywszy na zmianę modelu nauczania w klasach 1-3 i wprowadzenie tzw. nauczania zintegrowanego. Jak wskazuje się w literaturze fachowej optymalnym byłoby raczej zintegrować naukę j. ob. z całością systemu kształcenia niż uczyć j. ob. jako oddzielnego przedmiotu. Integracja ta jest jednak mało realna z powodu niewielkiej liczby nauczycieli edukacji wczesnoszkolnej przygotowanych do nauczania j. ob.. Z drugiej strony, nauczyciele j. ob. słabo znają realia, metody i techniki pracy w przedszkolach i klasach 1-3. Nasuwa się, więc pytanie czy obecne kształcenie nauczycieli j. ob. dobrze przygotowuje absolwentów do pracy z dziećmi w wieku przedszkolnym i młodszym wieku szkolnym? Inny problem polega na tym czy absolwenci filologii obcych w obliczu lepszych warunków oferowanych w szkolnictwie ponadpodstawowym, szkołach prywatnych oraz poza oświatą zechcą podjąć pracę w klasach 1-3 szkół podstawowych i czy w związku z tym specjalistyczne kształcenie nauczycieli j. ob. dla potrzeb edukacji wczesnoszkolnej nie powinno być skierowane do innych grup studentów czy nauczycieli?

Celem niniejszych badań jest ocena potrzeb w zakresie specjalistycznego kształcenia nauczycieli uczących j. ob. w edukacji wczesnoszkolnej oraz ustalenie jego optymalnej struktury, form i programów nauczania. W tym celu pragnę wykorzystać opinie wszystkich zainteresowanych stron: dyrektorów bydgoskich szkół podstawowych, szkół językowych, rodziców uczniów z klas 1-3, nauczycieli obecnie uczących j. ob. w klasach 1-3 w szkołach podstawowych oraz studentów i kadry naukowej bydgoskiej WSP. Zbieranie danych odbywało się w oparciu o techniki badawcze takie jak ankiety i wywiady.

2. Cel wywiadu

Celem wywiadów z kadrą naukową WSP w Bydgoszczy jest zasięgnięcie opinii na temat optymalnego kształcenia nauczycieli j. ob. dla potrzeb edukacji wczesnoszkolnej. Optymalizacja ta wyraża się z jednej strony w ustaleniu kwalifikacji kadry naukowej, sposobów współpracy między wydziałami pracującymi dotychczas odrębnie oraz wypracowaniu odpowiednich metod i techniki pracy. Z drugiej zaś strony należy ustalić docelowe kwalifikacje kształconych nauczycieli j. ob. dla klas 1-3 i przedszkoli, zracjonalizować programy nauczania, ustalić formy selekcji kandydatów na takie studia pod kątem ich przyszłej pracy w zreformowanej szkole podstawowej.

W związku z tym, że niezależnie od moich badań podjęta została w WSP w Bydgoszczy inicjatywa powołania dwukierunkowych studiów nauczycielskich w zakresie edukacji wczesnoszkolnej i filologii obcej, pragnę również opisać problemy, na jakie mogą napotkać inne uczelnie wyższe planujące utworzyć takie studia.

3. Procedura

Za zgodą badanego wywiad będzie przeprowadzony z użyciem dyktafonu, który umożliwi mi w brać czynny udział w rozmowie oraz uchwycić autentyczny język i atmosferę w jakiej przebiegać będzie wywiad. By zapewnić rozmówcom anonimowość, w pisanej przeze mnie rozprawie doktorskiej nie zostaną oni wymienieni z nazwiska; podana zostanie tylko ogólna ich liczba i nazwy instytucji lub katedr, które brały udział w badaniach. Podobnie cytaty z rozmów, po uprzednim przetłumaczeniu, będą wykorzystane w pracy anonimowo. Poniżej podane są główne zagadnienia, które pragnę poruszyć w wywiadzie.

4. Zagadnienia poruszane w wywiadzie

1. Czy obecne studia filologiczne dobrze przygotowują nauczycieli j. ob. uczących małe dzieci (tj. dzieci w wieku przedszkolnym i z klas 1-3)?
2. Czy kształcenie nauczycieli j. ob. powinno ich przygotować do uczenia j. ob. jako osobnego przedmiotu czy też do integrowania j. ob. z resztą kształcenia w przedszkolach i klasach 1-3? W związku z tym, jakie powinny być optymalne kwalifikacje i kompetencje nauczyciela j. ob. uczącego małe dzieci?
3. Jak powinno przebiegać kształcenie nauczycieli j. ob. dla potrzeb edukacji wczesnoszkolnej:
 - w ramach dotychczasowych filologii obcych
 - w ramach osobnej specjalizacji filologicznej, obejmującej nauczanie j. ob. w młodszych wiekach szkolnym
 - w ramach odrębnych studiów dwukierunkowych obejmujących edukację wczesnoszkolną i filologię obcą
 - inne propozycje
4. Jaki powinien być tryb kształcenia nauczycieli j. ob. dla potrzeb edukacji wczesnoszkolnej:
 - Konsekwentny – specjalizacja ‘nauczanie j. ob. dzieci’ (magisterskie studia uzupełniające) po studiach licencjackich z filologii obcej / edukacji wczesnoszkolnej lub w formie studiów podyplomowych
 - Równoległy – studia dwuspecjalizacyjne z filologii ob. i ed. wczesnoszkolnej realizowane równolegle
 - Zintegrowany – studia dwuspecjalizacyjne przygotowujące do nauczania j. ob. w systemie zintegrowanym w klasach 1-3 i przedszkolach – zintegrowanie treści z edukacji wczesnoszkolnej i filologii obcej; z wykładowym językiem obcym
5. Kto powinien być adresatem studiów kształcących nauczycieli j. ob. dla dzieci: studenci filologii, ed. wczesnoszkolnej, obie grupy? Jak w związku z tym powinny być wymagania na egzaminie wstępnym (szczególnie jeżeli chodzi o poziom kompetencji językowej i umiejętności artystycznych)?
6. Jakie są Pana/i sugestie dotyczące form doskonalenia nauczycieli, którzy w tej chwili uczą j. ob. w klasach 1-3 i przedszkolach, a nie posiadają odpowiednich kwalifikacji?
7. Czy słuszny jest zarzut, że powołanie studiów dwuspecjalizacyjnych w zakresie ed. wczesnoszkolnej i filologii obcych stwarza ‘boczną furtkę’, aby zostać nauczycielem j. ob.?
8. Czy słuszny jest zarzut, że studia dwuspecjalizacyjne i tak nie rozwiążą problemu braku nauczycieli j. ob. dla klas 1-3 i przedszkoli, ponieważ absolwenci uzupełnią braki kadrowe w klasach starszych?
9. Obecnie kształcenie nauczycieli j. ob. i nauczycieli ed. wczesnoszkolnej odbywa się odrębnie, w oparciu o inne kierunki studiów i jest realizowane w czterech różnych jednostkach organizacyjnych uczelni (w tym na dwóch odrębnych wydziałach). W jakim stopniu kadra naukowa wydziałów pracujących dotychczas odrębnie powinna współpracować ze sobą tak by np. skorelować nauczane treści, wypracowywać wspólne metody i techniki pracy, zaplanować opiekę nad praktykami studenckimi, etc. Jakie problemy w związku z tym widzi Pan/i i jakie są zdaniem Pana/i sposoby ich rozwiązania?
10. Dotychczas warunkiem powołania studiów dwukierunkowych było 1) spełnianie przez szkołę warunków kadrowych dla obu kierunków, 2) opracowanie takiego programu studiów, aby wyczerpywał on minima programowe dla każdego kierunku (patrz *Stanowisko Rady Głównej Szkolnictwa Wyższego z dnia 20 maja 1993r.*). Jaki w związku z tym powinien być program studiów w ramach edukacji wczesnoszkolnej i filologii obcych i jakie przedmioty składają się na wymagane minimum? W jakim zakresie powinny zostać zmodyfikowane odpowiednie przepisy prawne, aby umożliwić studentom zdobycie dyplomu dwuspecjalizacyjnego?

Autorka badań

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TRAINING FL TEACHERS OF CHILDREN

1. Research problem and aims

In accordance with a trend for early FL provision worldwide, the Polish education reform implemented in September 1999 revised elementary school curricula and introduced an option to start FL learning from the first class of the elementary school. Those changes reflect the growing demand for FL instruction of younger children. However, due to the general shortage of FL teachers (both for classes 1-3 and 4-6 of elementary school) it seems that the idea of early start will largely remain on paper. Another thing is that parents, elementary school and language school headteachers argue that FL teachers are not adequately trained for the work with young learners. This problem is even more pertinent if we consider the fact that the reform of education has changed the model of EY teaching and introduced so-called integrated EY curriculum without the strict division into the school subjects. The literature suggests that the most favourable conditions for early FL learning are created if FL is integrated with all mainstream subjects rather than taught as a separate subject. Such integration is however, not very realistic because very few EY teachers are prepared to teach a FL. On the other hand, FL teachers are not acquainted with the realities, methods and techniques of work with children in kindergarten and classes 1-3. The question thus arises whether current teacher training serves the needs of the FL teachers working with young children? Another issue is whether if faced with more lucrative jobs at secondary, middle and private schools as well as outside education, FL course graduates will pursue employment in classes 1-3 and kindergartens? Consequently, maybe a specialist FLTYL training should rather be addressed to other (non-FL) groups of prospective students and teachers? The aim of this research is, therefore, to diagnose the needs for a specialist FLTYL training, its optimal organisation and curriculum. Data will be collected through surveys and interviews from the following groups: elementary school headteachers, language school headteachers, teachers involved in teaching FL to children in elementary schools, parents of children, student-teachers, and finally, academic staff from FL and EY departments.

2. Interview objectives

The aim of the teacher-trainer interviews with the staff of the HSP of Bydgoszcz is to obtain information on the optimal training of foreign language teachers of young children. On one hand, the optimal course development involves taking into account the necessary qualifications and competencies of the staff, the system of cooperation between the departments traditionally working separately and the design of common training methods and techniques. On the other hand, we have to consider what are the target FLTYL course graduates' competencies and qualifications, entrance requirements, and rationalise the course curricula in such a way as to provide optimal training for the prospective FLTYL working in the post-reform elementary school.

Because independently of my research an initiative had been undertaken at the HPS of Bydgoszcz to design and launch a combined EY and FL teacher training course, I would like to tackle the problems concerning the acceptance and implementation, which other higher education institutions launching a similar programme may experience.

3. Procedure

Provided the interviewee agrees, the interview will be tape-recorded. It will enable me to participate fully in the interview and capture the authentic language and the atmosphere of the interview. All information provided by the respondents will be confidential and the research report will not reveal the identity of the informants, i.e. I will provide only the names of the department involved and the general number of participants. Similarly, the quotations from the interviews, after translation into English, will make no reference to the informant.

The main themes that I want to discuss during the interview are presented below.

4. Example interview questions

- 1) Does the existing FL teacher training prepare well the teachers of foreign languages to young learners (FLTYL), i.e. children from kindergarten and classes 1-3?
- 2) Should FLTYL training be designed in such a way as to prepare teachers to teach FL as a separate subject or as a subject integrated with the rest of the mainstream curriculum? And therefore, what should be the optimal FLTYL qualifications and competencies?
- 3) What sort of programme would serve the needs of FLTYL best
 - existing FL course
 - separate FL specialisation course in teaching FL to children
 - separate dual-specialisation course in EY and FL
 - other suggestions
- 4) What should be a FLTYL course organisation and structure, e.g. how different components of teacher training should be organised
 - Consecutive course—the existing BA course in FL or EY followed MA postgraduate course (FLTYL specialisation)
 - Concurrent—dual-specialisation FL and EY courses which run in parallel
 - Integrated—dual-specialisation course in FL and EY preparing teachers to integrate FL with the rest of the mainstream curriculum—full integration of EY teacher training with FL teacher training, some/all subjects taught in a FL
- 5) With what population in mind should the FLTYL training programme be designed: FL students, EY students, both? And therefore, what sort of admission criteria should be set (L1 and FL proficiency, artistic skills, etc.)?
- 6) What suggestions would you have in relation to the inservice training of the teachers currently involved in teaching FL to children and not having necessary qualifications (both in FL and in EY pedagogy)?
- 7) How would you comment on the accusation that dual-specialisation course in FL and EY may create a 'backstage door' towards obtaining qualifications to teach a FL?
- 8) How would you comment on the accusation that dual-specialisation course in FL and EY may not solve the problem of the shortage of FLTYL because the graduates will be employed to teach in higher grades? Should the course be designed bearing this in mind?
- 9) Currently, the training of FL teacher and EY teachers is kept separate; students follow different courses, which are organised by four departments at two different faculties. What degree of cooperation between the teacher educators traditionally working separately would be recommended as to make FLTYL programme optimal (in such areas as for example, curriculum and syllabi design, correlation of course content, teaching methods and techniques, students' school experience organisation. Do you see any problems related to the staff cooperation and the possible ways of overcoming them?
- 10) Up till the present the law stated (see *The Guidelines of the Higher Education Main Council of 20 May 1993*) that in order to launch a dual-specialisation course the following criteria must be fulfilled: 1) adequate number of staff for both courses, 2) a minimum content requirements for both courses (specialisations). If this is so, how would you define an FLTYL training programme that fulfils 'minimum content requirements' for both FL and EY course? Do you see any legislative changes within HE system and certification necessary to set up double-specialisation courses?

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SPRAWOZDANIE Z BADAŃ EMPIRYCZNYCH – SKRÓT

1. Informacje ogólne

Badania przeprowadzane były na terenie miasta Bydgoszczy. Poniższa tabela ilustruje okres zbierania danych, rodzaj użytego narzędzia, badanych i ich liczbę.

OKRES	NARZĘDZIE	BADANI	LICZBA BADANYCH
Kwiecień-maj '99	Ankieta	Dyrektorzy 63 szkół podstawowych (w tym 4 niepubliczne)	Liczba respondentów – 49 (w tym 2 niepubliczne)
Kwiecień-maj '99	Ankieta	Nauczyciele uczący j. ob. w klasach 1-3 w szkołach podstawowych	Liczba respondentów – 26
Czerwiec-lipiec '99	Wywiad skategoryzowany	Dyrektorzy szkół językowych	Liczba respondentów – 20
Październik-listopad '99	Ankieta	Rodzice dzieci z klas 1-3 Badaniami objęto 2 szkoły, które mają j. ob. w ramach obowiązkowych zajęć w klasach 1-3 i 2 szkoły, w których j. ob. nie naucza się w klasach 1-3	Liczba respondentów – 222 w tym z klas 1 - 62 z klas 2 - 81 z klas 3 - 79
Październik-listopad '99	Ankieta	Studenci WSP w Bydgoszczy. Badaniami objęto 3 rok studiów licencjackich i 5 rok studiów magisterskich (2 rok magisterskich uzupełniających) filologii angielskiej, niemieckiej, lingwistyki stosowanej (ros-ang, ros-niem) i nauczania początkowego z wych. przedszkolnym	Liczba respondentów – 346 w tym studenci dzienni – 157 studenci zaoczeni – 188
Listopad-grudzień '99	Wywiad nieskategoryzowany	Nauczyciele uczących j. ob. w klasach 1-3 (tylko ci, którzy wyrazili na to zgodę w ankiecie)	Liczba biorących udział – 12

Ilościową analizę danych z ankiet i wywiadu skategoryzowanego przeprowadziłam przy użyciu pakietu komputerowego do statystycznej analizy danych SPSS for Windows v.8.0 (Statistical Package for Social Sciences). Analizę jakościową treści wywiadów nieskategoryzowanych przeprowadziłam w oparciu o wstępnie opracowane kategorie. Należy nadmienić, że analiza i interpretacja zebranych danych została przeprowadzona tylko wstępnie i zostanie pogłębiona w świetle uzyskanych danych z części drugiej (wywiadów z kadrą naukową WSP).

2. Opis uzyskanych wyników

Za względu na szczupłość niniejszego opracowania pominięto w nim wyniki ankiet wśród dyrektorów szkół językowych. Ponadto interpretację uzyskanych wyników ograniczono do minimum, aby niczego nie sugerować osobom, z którymi została przeprowadzone wywiady.

2.1. RODZICE

- Przeprowadzone badania ukazują, że kształcenie językowe dzieci rozpoczyna się przed rozpoczęciem szkoły podstawowej. Az 45% rodziców wskazało, że ich dziecko uczyło się j. angielskiego już w okresie przedszkolnym, dodatkowo 2,3 % tej grupy odpowiedziało, że ich dziecko uczyło się j. niemieckiego jako drugiego j. ob. a w jednym przypadku dziecko rozpoczęło naukę aż trzech języków obcych: angielskiego, niemieckiego i rosyjskiego. Ankietowani rodzice wskazali, że dzieci uczyły się j. ob. na kursie językowym w przedszkolu dla wszystkich dzieci z tej samej grupy wiekowej (45%), dla wybranych dzieci z tej samej grupy wiekowej (39%) lub w różnym wieku (7%). W kursach językowych uczestniczyło 12% dzieci, a prywatnie uczyło się 6%.
- W badanej próbie 66,7% dzieci z klas 1-3 uczy się obecnie przynajmniej jednego j. ob. Jest to j. angielski (99,3), niemiecki (0,7%) i rosyjski (0,7%). Pytani o powód wyboru takiego, a nie innego języka obcego, rodzice stwierdzili, że język ten będzie najbardziej korzystny dla ich dziecka (63%) lub, że ich dziecko uczyło się go wcześniej (31,1%) albo, że najłatwiej będzie kontynuować jego naukę w klasach wyższych (24,3%). 29,7% rodziców odpowiedziało, że była to jedyna dostępna opcja w szkole i aż 10% wołałoby żeby dziecko uczyło się innego j. ob. w szkole. Jeśli j. ob. nie jest nauczany jako obowiązkowy przedmiot w klasach 1-3, wtedy dziecko uczestniczy w zajęciach pozalekcyjnych w szkole (8,6%), w kursach w szkołach językowych (10%) lub w korepetycjach (6,3%). Lekcje odbywają się głównie 35-45 minut raz w tygodniu (89,2%). Ankietowani rodzice wskazywali, że ich dziecko uczone jest przez nauczyciela j. ob. (43,9%), nauczyciela-wychowawcę klas 1-3 z kwalifikacjami językowymi (14,9%) lub bez nich (15,5%), nauczyciela bez kwalifikacji (3,4%) lub rodzimego użytkownika języka (1,4%). Niestety aż 21% rodziców nie wiedziało jakie kwalifikacje posiada nauczyciel j. ob. ich dziecka. Rodzice, których dzieci uczą się obecnie j. ob. najwyższej oceniali w skali od 1 do 6 następujące cechy u nauczyciela ich dziecka: umiejętność nawiązania kontaktu z dziećmi (średnia 3,04) i kompetencje w j. ob. (2,69). Niemal negatywnie zostały ocenione u nauczycieli znajomość faz rozwojowych dziecka i psychologii dziecięcej. Niestety niemal połowa badanych w tej grupie nie umiała lub nie chciała ocenić nauczyciela j. ob.
- Rodzice dzieci, które nie uczą się obecnie j. ob. jako najczęstszy tego powód podają, że kursy językowe są za drogie (54%), że kursy dla dzieci nie są powszechnie dostępne (18,9%) lub, że jakość tych kursów jest słaba (14,9%). Dane te potwierdziły się w odpowiedzi na pytanie o ogólną ocenę kursów językowych dla dzieci dostępnych w Bydgoszczy: rodzice najniżej oceniali współpracę nauczycieli j. ob. z rodzicami, używane przez nich metody i techniki pracy, pomoce naukowe, kompetencje w nauczaniu j. ob. oraz wysokość opłat za kursy językowe. Trzeba jednak nadmienić, że ocena ta była średnio o 1 punkt wyższa dla rodziców, których dzieci uczą się j. ob.
- Aż 94,1% ankietowanych rodziców uważało, że j. ob. powinny być bardziej dostępne w klasach 1-3 w szkołach podstawowych; z tego: powinny być nauczane jako obowiązkowy przedmiot dla całej klasy (76,6%), obowiązkowy dla niektórych dzieci z tej samej klasy (9,5%), 14% rodziców uważało, że j. ob. powinien pozostać przedmiotem nadobowiązkowym. Nie jest niespodzianką, że aż 91,4% rodziców uważa, że nauczanie j. ob. w klasach 1-3 powinno być zwolnione z wszelkich opłat, ale zapytani czy jeśli warunkiem wprowadzenia j. ob. byłoby choć częściowe obciążenie rodziców kosztami, nadal 73% rodziców odpowiedziało, że ich dziecko brałoby udział w nauce i byłoby skłonni zapłacić od 5 do 200 zł za miesiąc (średnio 23 zł). Ankietowani w przeważającej części uważają, że w kl. 1-3 powinno się nauczać j. angielski

(97,3%) i/lub niemiecki (32%), rosyjski (2,3%), hiszpański (2,3%), francuski (1,8%) oraz włoski (1,8%). 66,7% rodziców twierdzi, że powinno się uczyć jednego j. ob. w kl. 1-3, ale aż 29,3% uważa, że powinny to być dwa j. ob. lub nawet trzy (4,1%). Co do wieku, w którym powinno się rozpoczynać naukę j. ob. to 51,8% rodziców optuje za 1 klasą lub przedszkolem (24,8%).

- Rodzice uważają, że najlepszym nauczycielem j. ob. w klasach 1-3 byłby nauczyciel j. ob. z kwalifikacjami do nauczania dzieci (32,4%), nauczyciel przeszkolony do taktyki pracy (21,2%) lub nauczyciel j. ob. (10,8%). Za nauczycielem-wychowawcą klas 1-3 z kwalifikacjami do nauczania j. ob. optowało 24,8% rodziców lub znających j. ob. (7,2%), zaś 2,7% ankietowanych rodziców uważało, że powinien uczyć obokrajowiec. Z badanych cech u nauczyciela j. ob. według rodziców pięć najwyższej cenionych to: kompetencja w j. ob., umiejętność nawiązania kontaktu z dziećmi, znajomość odpowiednich metod i technik pracy, doświadczenie i kompetencja w pedagogice wczesnoszkolnej. Nieco niżej cenione są znajomość psychologii, osobowość nauczyciela, znajomość i użycie odpowiednich pomocy dydaktycznych, umiejętność nawiązania kontaktu z rodzicami dzieci oraz zdolności artystyczne.

2.2. DYREKTORZY SZKÓŁ

- W latach 1990-98, osiem szkół uczyło obowiązkowo j. ob. w klasach 1-3. W klasach tych uczyli głównie nauczyciele klas 1-3, z lub bez kwalifikacji do nauczania j. ob. Kształcenie takie prowadzone było w klasach innowacyjnych w ramach programów autorskich i obejmowało język angielski, francuski i niemiecki. Nauka ta była kontynuowana w klasach wyższych, lecz co ciekawe tylko w przypadku angielskiego i niemieckiego, bowiem nauka języka francuskiego nie była kontynuowana w żadnym przypadku.
- W roku szkolnym 1998/99 kształcenie w klasach 1-3 odbywało się w 59,2% szkół podstawowych, ale głównie jako przedmiot nadobowiązkowy (56,8%) i/lub jako 'końco zainteresowań' organizowane przez samą szkołę lub wynajętą firmę (58,6%). Tylko w pięciu szkołach (17,2%) zajęcia te odbywały się jako obowiązkowy przedmiot, niestety w żadnej z nich nie był on integrowany z resztą kształcenia w klasach 1-3. Zajęcia odbywały się najczęściej w wymiarze 50-90 min 2-3 w tygodniu i są odpłatne w 86,2% szkół. W klasach 1-3 najczęściej uczy się j. angielskiego (96,6%) i/lub francuskiego (6,9%) i niemieckiego (3,4%). Decyzja o nauczaniu języku była podjęta na życzenie rodziców (82,8%), ponieważ szkoła ma możliwość zapewnienia kontynuacji tego języka w klasach 4-8 (20,7%), był obowiązek nauczyciela, który mógłby uczyć w klasach 1-3 (20,7%) lub taka jest polityka szkoły (6,9%). Kontynuację nauczanego języka w wyższych klasach zapewnia 79,3% szkół.
- Ankietowani dyrektorzy wskazywali, że dzieci są uczone przez nauczyciela j. ob. (51,7%), nauczyciela-wychowawcę klas 1-3 z kwalifikacjami językowymi (13,8%) lub bez nich (3,4%) oraz nauczyciela bez kwalifikacji (24,1%) (w tej grupie znajdują się też studenci filologii obcych). Jeśli j. ob. był nauczany przez nauczyciela innego niż nauczyciel-wychowawca klas 1-3 to jej/jego stosunek do nauczania j. ob. w jej/jego klasie był pozytywny (69%) lub dyrektorzy nie umieli go określić.
- Jako główny powód tego, że w szkole dzieci z klas 1-3 mają możliwość uczenia się j. ob. dyrektorzy w przeważającej części wskazują fakt, że tak sobie życzą rodzice i jest to 'magnes' przyciągający uczniów do szkoły. Tylko niewiele ponad 20% dyrektorów podaje innowację pedagogiczną jako powód nauczania j. ob.
- Pytani o przyszłość czyli o rok szkolny 1999/2000, pierwszy rok funkcjonowania reformy oświaty, dyrektorzy twierdzą, że wykorzystają godziny dyrektorskie w klasach 1-3 na nauczanie

j. ob. (44,9%). Jednak przykre jest to, że w 51% szkół nauczania takiego nie będzie. Główny tego powód to brak nauczycieli (92%) lub inne wykorzystanie tych godzin (12%).

- Dyrektorzy szkół podstawowych wyraźnie preferują wykształcenie dwuspecjalizacyjne u nauczycieli uczących j. ob. w klasach 1-3 – aż 48% dyrektorów wskazywało na nie jako na optymalne. Jednak 28% uznało, że takowe wykształcenie w zakresie edukacji wczesnoszkolnej i kwalifikacji językowe, a 26% wykształcenie filologiczne i przeszkolenie w zakresie nauczania dzieci. Ponadto 79,6% dyrektorów uznało, że absolwenci studiów dwuspecjalizacyjnych w zakresie edukacji wczesnoszkolnej i filologii obcej znalazłoby zatrudnienie w szkołach podstawowych.

2.3. STUDENCI

- Studenci filologii angielskiej i niemieckiej WSP w Bydgoszczy studiują jeden j. ob. jako kierunek wiodący i jeden j. ob. (angielski, niemiecki lub francuski, w zależności od kierunku) w formie lekturatu. Studenci lingwistyki stosowanej studiują dwa j. ob. równolegle. Natomiast studenci edukacji wczesnoszkolnej studiują w formie lekturatu głównie j. rosyjski (50,6%), angielski (35,2%), niemiecki (12,3%) i francuski (1,9%). Dodatkowo 27% studentów wykazało, że uczy się też drugiego j. ob. w ramach swych studiów na WSP, w tym niemieckiego (43,2%), rosyjskiego (36,4%), francuskiego (15,9%) i angielskiego (4,5%). Nie dziwi, że samoocena studentów filologii w zakresie kompetencji znajomości tych j. ob. jest wyższa niż w przypadku studentów edukacji wczesnoszkolnej – 53% studentów filologii deklaruje znajomość pierwszego j. ob. na poziomie dobrym i bardzo dobrym, w przypadku drugiego j. ob. twierdzi tak 11,2%. Dla studentów ed. wczesnoszkolnej wynosi to odpowiednio 11,4% dla pierwszego i 7,4% dla drugiego j. ob. Dodatkowo 10,4 % ogółu studentów wskazuje na co najmniej dobrą znajomość trzeciego i czwartego j. ob. (1,2%).
- Jeżeli chodzi o samoocenę umiejętności artystycznych, takich jak umiejętności wokalne, taneczne, aktorskie, malarskie i grę na instrumentach, tutaj zdecydowaną przewagę wykazują studenci ed. wczesnoszkolnej.
- 57,4% ankietowanych studentów filologii i 3,7% studentów ed. wczesnoszkolnej stwierdziło, że uczyło w przeszłości małe dzieci j. ob. Głównie odbywało się to na korepetycjach (64,8% badanych), w szkołach podstawowych (42,3%), szkołach językowych (12,6%) i w przedszkolach (5,4%). W roku akademickim 1999/2000 uczyło dzieci j. ob. 69 studentów filologii (37,7%) i tylko jeden student ed. wczesnoszkolnej (0,6%). Podobnie jak w latach ubiegłych były to głównie korepetycje (48%) i zajęcia organizowane przez szkoły podstawowe (54%). Co ciekawe, najwięcej studentów deklaruowało, że uczy obecnie małe dzieci niemieckiego (61,4%); angielski był uczony przez 40% studentów zajmujących się w 1999/2000 roku nauczaniem j. ob.; natomiast francuskiego uczyła tylko jedna osoba. Z podanych przez studentów informacji wynika, że j. ob. uczył głównie (89,9%) studenci przeciętni (3-4 pkt na 6 stopniowej skali samooceny osiągnięć w nauce) i dobrzy studenci (10,1%).
- Niecałe 30% ankietowanych studentów filologii i ed. wczesnoszkolnej widziałoby swoją karierę jako nauczyciela j. ob. małych dzieci. Najczęstszym powodem negatywnej odpowiedzi wśród studentów filologii było to, że nie lubią oni uczyć małych dzieci (67,9%) lub uczyć w ogóle (31%), nie odpowiadają im warunki oferowane w szkołach (w tym płace) (50%) lub też nie pozwala im na to znajomość metodyki nauczania małych dzieci (33,3%). Studenci ed. wczesnoszkolnej jako powód tego, że nie chcą w przyszłości uczyć j. ob. dzieci w ogromnej przewadze wymienili słabą znajomość j. ob. (90,7%). Interesujący jest fakt, że wśród tych

studentów tylko jeden respondent odpowiedział, że nie lubi uczyć dzieci lub, że nie lubi uczyć w ogóle.

- Odnotowano różnicę w opiniach studentów obu grup na temat tego, czy studia dobrze ich przygotowują do pracy z małymi dziećmi (siła związku $\Phi=0,350$ przy $\chi^2=12,626$ i $p<0,05$). Z grupy studentów, którzy w przyszłości chcieliby pracować z małymi dziećmi aż 47,3% studentów filologii uważało, że obecne studia nie przygotowują ich do tej pracy (tylko 21,8% studentów odpowiedziało pozytywnie), natomiast wśród studentów ed. wczesnoszkolnej aż 77,1% udzieliło odpowiedzi negatywnej, a tylko jedna osoba twierdziła, że obecne studia przygotowują ją do roli nauczyciela j. ob. małych dzieci.
- Studentci filologii uważali, że na obecnych studiach brakuje przede wszystkim metodyki nauczania małych dzieci (58,3%) lub jest zbyt mało metodyki nauczania j. ob. (37,5%). Studenti ed. wczesnoszkolnej najbardziej odczuwali brak przedmiotów rozwijających ich kompetencję językową (63,6%) i znajomość metodyki nauczania j. ob. (31,8%) oraz metodyki nauczania j. ob. dzieci (31,8%).
- Ankietowani studenci niezależnie od kierunku studiów uważali, że najbardziej kompetentnym nauczycielem j. ob. dzieci jest nauczyciel j. ob. z kwalifikacjami do nauczania j. ob. dzieci (48,8%) lub nauczyciel j. ob. przeszkolony do pracy z dziećmi (21,1%). Za nauczycielem-wychowawcą z kwalifikacjami do nauczania j. ob. opowiedziało się 17,6% respondentów (byli to głównie studenci ed. wczesnoszkolnej).
- Zdaniem ankietowanych studentów, nauczycieli j. ob. uczących małe dzieci powinno się kształcić na studiach dwukierunkowych w zakresie filologii obcej i ed. wczesnoszkolnej – uważało tak 46,5% badanych. Drugą, również często wybieraną opcją, były studia podyplomowe w zakresie nauczania j. ob. dzieci po obecnych studiach w zakresie filologii obcej lub ed. wczesnoszkolnej (24,9%).
- Najważniejsze przedmioty, które powinny się znaleźć w programie studiów przygotowujących nauczycieli j. ob. uczących małe dzieci, to przede wszystkim praktyczna nauka j. ob., metodyka nauczania j. ob., literatura dziecięca, akwizycja j. ob., tworzenie i użycie środków dydaktycznych, kontrola i ocena osiągnięć ucznia oraz pedagogika i metodyka nauczania początkowego i przedszkolnego. Z przedmiotów ogólnych studenci za najważniejsze uznali psychologię i wychowanie dziecka w środowisku społecznym.
- Na pytanie jakie studia podjęliby w celu uzupełnienia kwalifikacji potrzebnych do nauczania j. ob. dzieci studenci najczęściej wskazywali na zaoczne studia podyplomowe (32,9%) lub kurs metodyczny (20,5%) w zakresie nauczania j. ob. dzieci.

2.4. NAUCZYCIELE

- Wszyscy respondenci, którzy w roku szkolnym 1998/99 uczyli j. ob. w klasach 1-3 w bydgoskich szkołach podstawowych to kobiety. Aż 50% respondentów to młodzi nauczyciele (w wieku od 22-31 lat) ze stażem pracy nie przekraczającym 5 lat.
- Cechą charakterystyczną nauczycieli zajmujących się uczeniem j. ob. w klasach 1-3 w szkołach podstawowych. Na 22 badanych, którzy w roku szkolnym uczyli j. ob. w klasach 1-3 w szkołach podstawowych:
 - 1 osoba miała podwójne kwalifikacje (magister pedagogiki w zakresie nauczania początkowego i licencjat z filologii obcej)
 - 9 osób (34%) posiadało wykształcenie w zakresie nauczania początkowego
 - 6 osób (23%) miało wykształcenie językowe (magister lub licencjat)

- 3 osoby (11,5%) było nauczycielami innych specjalności
- 3 osoby (11,5%) nie posiadało pełnych kwalifikacji (student filologii, osoby ze zdaniem egzaminem państwowym z j. ob. bądź ukończonym kursem metodycznym)

Ze względu na posiadane kwalifikacje badanych podzielono na trzy grupy: 9 nauczycieli nauczania początkowego (NP), 7 nauczycieli j. ob. (JO) i 6 nauczycieli z innymi lub bez kwalifikacji (IK).

Jeśli założymy, że osobą uprawnioną do nauczania j. ob. w klasach 1-3 jest osoba bądź po studiach filologicznych bądź po studiach pedagogicznych i posiadająca co najmniej ukończony kurs metodyczny z j. ob. i/lub egzamin państwowy z j. ob., wtedy kwalifikacje takie w roku szkolnym 1998/99 posiadało 53% badanych. Wśród ankietowanych aż połowa badanych wyraziła chęć podwyższenia w najbliższej przyszłości swych kwalifikacji do nauczania j. ob. dzieci.

- Respondenci to głównie nauczyciele j. angielskiego (88,5%), niemieckiego ((7,7%) i francuskiego (3,8%). Pytani o samoocenę kompetencji językowej w nauczaniu j. ob. nauczyciele NP (66,6%) i JO (71,4%) wykazywali co najmniej dobre umiejętności, umiejętności nauczycieli z innymi lub bez kwalifikacji były oceniane niżej – na poziomie poniżej dobrego (83%). 36,3% ankietowanych wskazywało też znajomość co najmniej jednego innego j. ob. na poziomie dobrym.
- Jeżeli chodzi o samoocenę umiejętności artystycznych takich jak umiejętności wokalne, taneczne, aktorskie, malarskie i grę na instrumentach, najwyższą ocenę wykazywali nauczyciele NP, najniższą zaś nauczyciele JO, różnica ta jest jednak statystycznie nieistotna ($F=1,84$, $p>0,05$). Różnice te były też niewielkie jeśli chodzi o poglądy wyrażane przez nauczycieli na temat nauczania j. ob. dzieci, ranking ważności nauczanych umiejętności językowych, kolejność wprowadzania form mówionych i pisanych, użycie j. ojczystego na zajęciach, nauczanie gramatyki, wymowy. Jeżeli chodzi o użycie pomocy dydaktycznych, nieznaczne różnice zaobserwowano pomiędzy nauczycielami NP i JO, dotyczą one użycia kart pracy, filmów, książeczek dla dzieci, marionetek i liczmanów (nauczyciele j. ob. korzystali z nich o rządziej).
- Poniższa tabela ilustruje jakie elementy związane z osobą nauczyciela były najwyższej cenie w wśród nauczycieli reprezentujących poszczególne grupy:

NAUCZYCIELE N. POCZĄTKOWEGO	NAUCZYCIELE J. OBCEJ	POZOSTALI
1. Znajomość j. ob.	1. Umiejętność nawiązania kontaktu z dziećmi	1. Znajomość i użycie odp. metod i technik pracy
2. Kompetencja w pedagog. wczesno-szkolnej	2. Znajomość j. ob.	2. Znajomość j. ob.
3. Osobowość	3. Zdolności artystyczne	3. Umiejętność nawiązania kontaktu z dziećmi
4. Umiejętność nawiązania kontaktu z dziećmi	4. Doświadczenie	4. Doświadczenie
5. Doświadczenie	5. Znajomość i użycie odp. metod i technik pracy	5. Znajomość i użycie odp. pomocy dydaktycznych

- Zdaniem ankietowanych nauczycieli, optymalne kwalifikacje do nauczania j. ob. w klasach 1-3 ma nauczyciel-wychowawca z kwalifikacjami do nauczania j. ob., uważało tak 45,5% nauczycieli lub nauczyciel j. ob. z kwalifikacjami do nauczania dzieci (40,9%). Wynika z tego, że od nauczania dzieci zdaniem nauczycieli potrzebne są podwójne kwalifikacje: językowe i w zakresie

pedagogiki wczesnoszkolnej. Nie dziwi zatem fakt, że aż 100% respondentów poparło ideę utworzenia studiów dwukierunkowych.

- Podobnie jak studenci, nauczyciele również twierdzili, że najważniejsze przedmioty, które powinny się znaleźć w programie studiów przygotowujących nauczycieli j. ob. uczących małe dzieci, to przede wszystkim praktyczna nauka j. ob., metodyka nauczania j. ob., psychologia, pedagogika i metodyka nauczania początkowego i przedszkolnego, literatura dziecięca (j. ob.), akwizycja j. ob., wszelkie warsztaty rozwijające umiejętności artystyczne, kierowanie pracą uczniów, kontrola i ocena osiągnięć ucznia, tworzenie i użycie środków dydaktycznych.

Wzrost nauczycieli

- Nauczyciele podkreślali w wywiadach, że zostali nauczycielami j. ob. w klasach 1-3 z przypadku. Dla większości nauczycieli NP była to jedyna możliwość zatrudnienia w obliczu zmniejszającej się liczby uczniów i braku etatów. Nauczycielom często towarzyszy atmosfera tymczasowości: nauczyciele JO uczą dzieci od przypadku do przypadku, zaś nauczyciele NP podkreślają fakt, że brakuje im gwarancji, że po przekwalifikowaniu się i uzyskaniu pełnych kwalifikacji w zakresie j. ob. pozostaną nadal nauczycielami w klasach 1-3 i nie zostaną przesunięci do pracy z klasami starszymi. Ponadto, nauczyciele JO często podkreślali fakt, że wolą pracę ze starszymi uczniami, bo nie jest tak wymagająca jak praca z dziećmi.
- Badani nie wypowiadali się pochlebnie o obecnej sytuacji, w której j. ob. są nauczane na różnego typu kursach i zajęciach pozalekcyjnych. Twierdzą, że ich jakość jest bardzo różna (często słaba) i że względu na specyfikę uczenia się j. ob. we wczesnym dzieciństwie, wiele dzieci oficjalnie rozpoczynających naukę j. ob. w klasie 4-5 ma już utrwalone złe nawyki językowe, szczególnie jeśli chodzi o wymowę. Inny problem podnoszony przez nauczycieli to negatywny wpływ braku kontynuacji i wielokrotne rozpoczynanie nauki j. ob. od zera.
- Wydaje się, że ze względu na różnice w wykształceniu i przyzwyczajeniach nabyte w pracy w klasach 1-3 sprawiają, że nauczyciele mają zróżnicowane poglądy na temat roli jaką odgrywają rodzice w kształceniu j. ob. swych dzieci. Nauczyciele NP mają tendencję do większego angażowania rodziców, dają im np. wypisy dotyczące tego co dziecko obecnie uczy się na zajęciach, co ma przygotować, powtórzyć, itp. Natomiast nauczyciele JO sprawadzają rolę rodziców tylko do oceny postępów dziecka, czuwania nad tym czy dziecko pracuje i jest zmotywowane do nauki.
- Wszyscy biorący udział w badaniach podkreślają fakt, że praca z dziećmi jest specyficzna i wymaga innego podejścia niż praca w klasach starszych. Praca ta ze względu na swą specyfikę wymaga też innego rodzaju nauczyciela. Badani uważali, że w klasach 1-3 znacznie większą rolę odgrywa osobowość samego nauczyciela; szczególnie cierpliwość, otwartość i ciepło w podejściu do dzieci. Dodatkowo wymieniali takie cechy jak pomysłowość i wyobraźnia. Interesujące jest to, że nauczyciele bardzo się różnili w swojej ocenie umiejętności językowych, które są niezbędne nauczycielowi uczącemu małe dzieci. Dla nauczycieli JO praca z dziećmi stanowi niewielkie wyzwanie intelektualne ('ze starszymi to ciągle myślę o co mnie zapytają') podczas gdy kilkoro nauczycieli twierdziło, że to właśnie z dziećmi potrzebne są ogromne umiejętności językowe: płynność w mówieniu, doskonały akcent i poprawność językowa. W zależności od tych własnych opinii nauczyciele różnie oceniali funkcję jaką powinny odgrywać studia w kształceniu sprawności językowych; niestety przeważała tu opinia, że nauczycielowi j. ob. w klasach 1-3 nie potrzeba aż 5-letnich studiów filologicznych żeby się nauczyć języka, żeby móc się z dzieckiem dogadać. Nauczyciele nie byli również zgodni w swych opiniach na temat celów kształcenia językowego w klasach 1-3, szczególnie czego nie można zaniedbać ucząc małe dzieci j. ob.

- Nauczyciele w wywiadach wskazywali na różnicę w prestiżu nauczycieli 1-3, w stosunku do innych nauczycieli uczących w szkołach podstawowych. Podczas gdy dla nauczyciela NP przekwalifikowanie się na nauczyciela j. ob. jest niewątpliwie nobilitujące, nawet jeśli uczy małe dzieci, dla nauczycieli j. ob. praca z młodszymi dziećmi nie jest prestiżowa. Nauczyciele uczący młodsze dzieci j. ob. czują się dotknięci dość powszechną opinią, że w klasach młodszych to się tylko 'rysuje, śpiewa i klaszcze'. Wszyscy nauczyciele biorący udział w wywiadach zgodnie uważali, że praca z dziećmi jest bardziej wyczerpująca i trudniejsza od pracy z uczniami starszymi. Ponadto, nauczyciele NP podkreślają fakt, że 'nauczanie początkowe jest najważniejszym ogniwem w kształceniu', bowiem to tutaj kształtują się nawyki, motywacja i buduje się fundament wiedzy; j. ob. nie jest tu wyjątkiem. Jednakże interesujące jest spostrzeżenie, że nauczyciele NP też mają dziwne wyobrażenie o pracy w starszych klasach ('oni to tam tylko rzucają temat i uczniowie pracują'). Natomiast wśród nauczycieli JO często panuje opinia, że 'prawdziwa' nauka j. ob. zaczyna się w starszych klasach i że w klasach 1-3 dzieci się 'trochę osłuchają i nauczą trochę słówek'.
- Jeżeli chodzi o kontakt nauczycieli uczących j. ob. w klasach 1-3 z innymi nauczycielami to problem jest tu dwójaki: z jednej strony nauczyciele j. ob. w ogóle pozostają nieco z boku ze względu na specyfikę nauczanego przedmiotu, z drugiej zaś strony wszyscy podkreślają oddzielanie nauczania początkowego od reszty kształcenia. Nauczyciele j. ob. w klasach 1-3 mają więc podwójną trudność: nie są ani prawdziwymi specjalistami od j. ob. ani też nauczycielami 1-3. W większości szkół są jedynymi specjalistami i muszą sobie sami radzić ('Jestem zdana sama na siebie'). Stąd też nauczyciele pytani o integrację j. ob. z resztą kształcenia w klasach 1-3 podchodzą do tego problemu różnie. Z jednej strony jest pozytywne podejście, z drugiej zaś strony nauczyciele uczący j. ob. jako osoby przedmiot w kilku klasach 1-3 podkreślają, że przy innym indywidualnym planowaniu każdego z nauczycieli 1-3, korelacja treści w każdej klasie jest niemożliwa. Inną sprawą jest to co nauczyciele ci rozumieją przez integrację i korelację j. ob. Pojęcie to jest często opacznie rozumiane jako np. rysowanie lub śpiew na angielskim lub też wpłatanie francuskich słówek na innych przedmiotach. Kolejny problem polega na tym, że nauczyciele o wykształceniu filologicznym z zasady nie znają programu nauczania w kl. 1-3 więc trudno by im było opracować własny zintegrowany program nauczania j. ob. w tych klasach.
- W sprawie optymalnego kształcenia nauczycieli, badani nauczyciele mocno podkreślali potrzebę takiego zorganizowania studiów nauczycielskich by studenci mieli większą możliwość dobierania przedmiotów pod swoje potrzeby i studiowania wielokierunkowo. Uważają oni, że w ramach studiów pedagogicznych powinna być możliwość uzyskania co najmniej dwóch specjalizacji. W ramach studiów filologicznych wiele przedmiotów obecnie wykładanych nie ma żadnego zastosowania w pracy z dziećmi (np. językoznawstwo historyczne czy historia literatury) za to brakuje na nich podstawowych przedmiotów przygotowujących do pracy z małymi dziećmi. Nauczyciele, którzy skończyli studia filologiczne uważają, że są dobrze przygotowani językowo, ale słabo znają specyfikę pracy w 1-3. Nauczyciele podkreślali, że w klasach 1-3 o wiele częściej stykają się z problemami parajęzykowymi, np. uczenie czytania i pisania w dwóch językach równocześnie (i problemy z tym związane); nauka j. ob. może pogłębić seplenie w j. polskim lub też co najmniej obejmować program specjalny z j. ob. dla ucznia upośledzonego? Z innej zaś strony nauczyciele o wykształceniu niefilologicznym często mają problemy z doбором odpowiednich metod i technik glottodydaktycznych oraz z uczeniem pomocy dydaktycznych specyficznych dla j. ob. Ich znajomość realiów i kultury krajów obcojęzycznych jest też niewystarczająca. Ogólnie rzecz ujmując nauczyciele niezależnie od wcześniej ukończonych studiów chcieliby móc pogłębić swą wiedzę o potrzebą w edukacji wczesnoszkolnej.

Appendix D. Survey statistics—additional tests

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Figure D-1 Characteristic of the parent sample

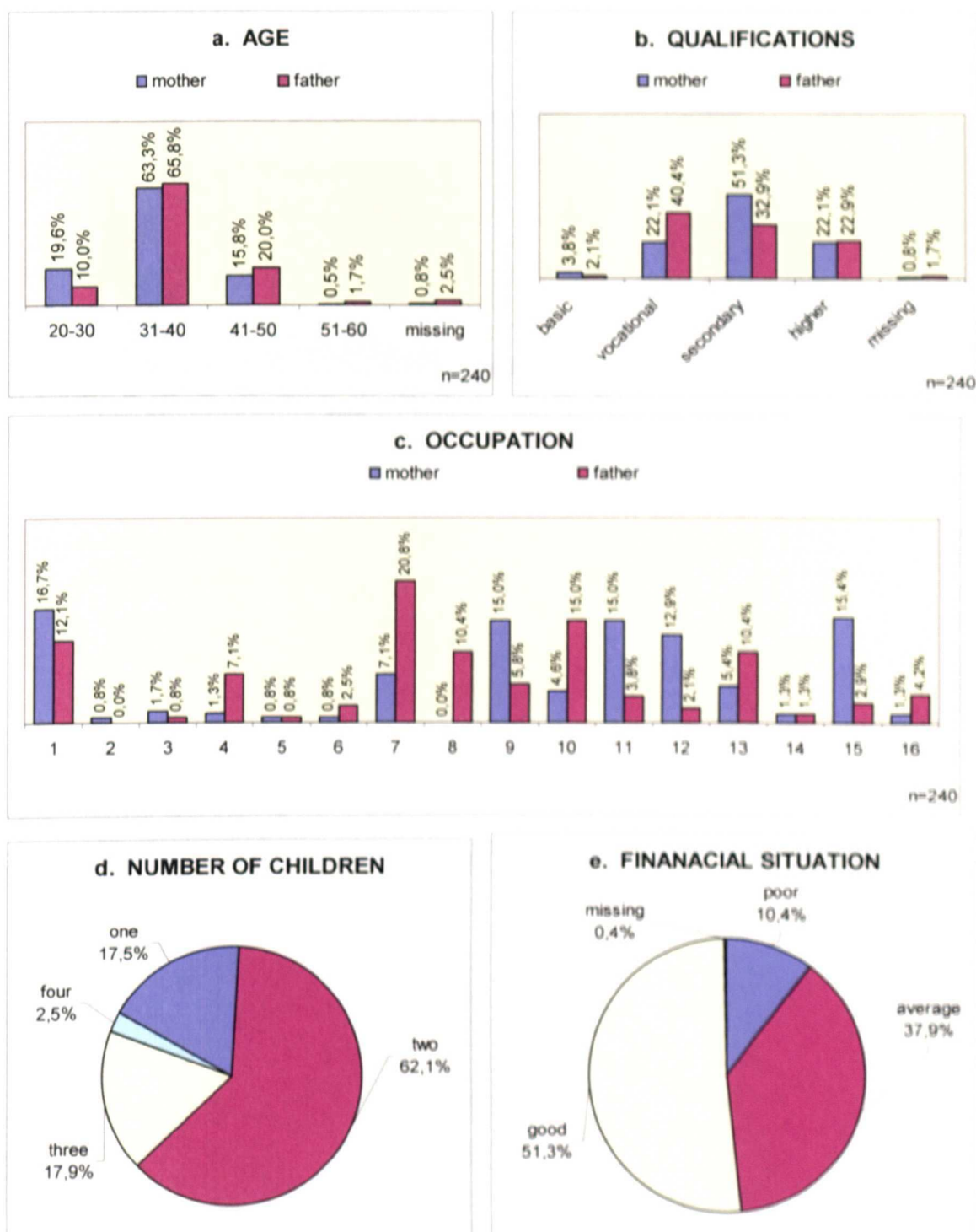


Figure D-2 Characteristics of the teacher-student sample

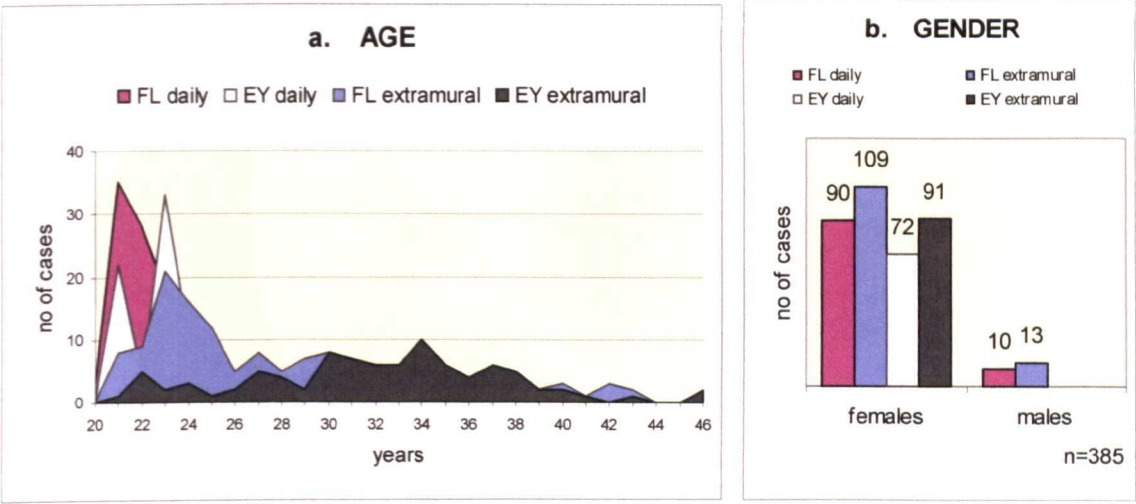
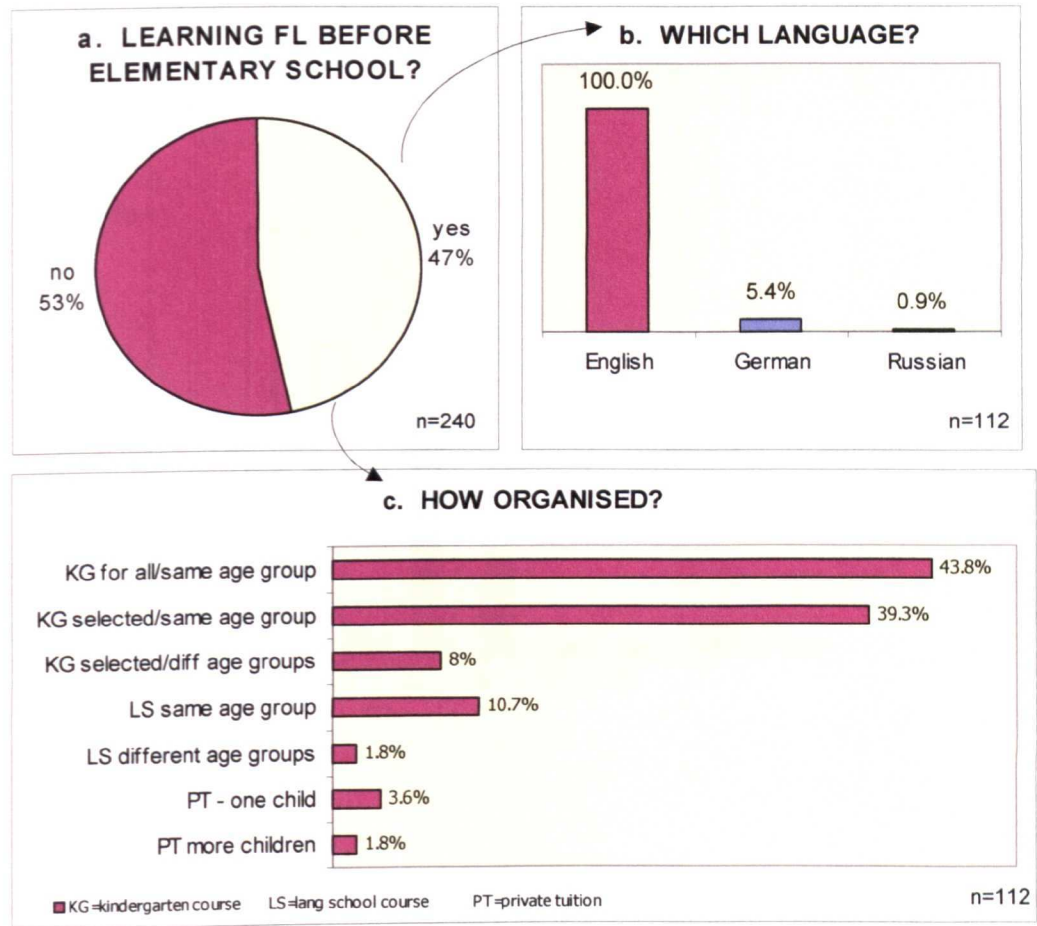


Figure D-3 Details of FL learning prior elementary school—parents' perspective



Note: In figures b and c the percentages do not add up, multiple responses possible.

Figure D-4 Age characteristics of student-teachers wishing to become FLTYLs

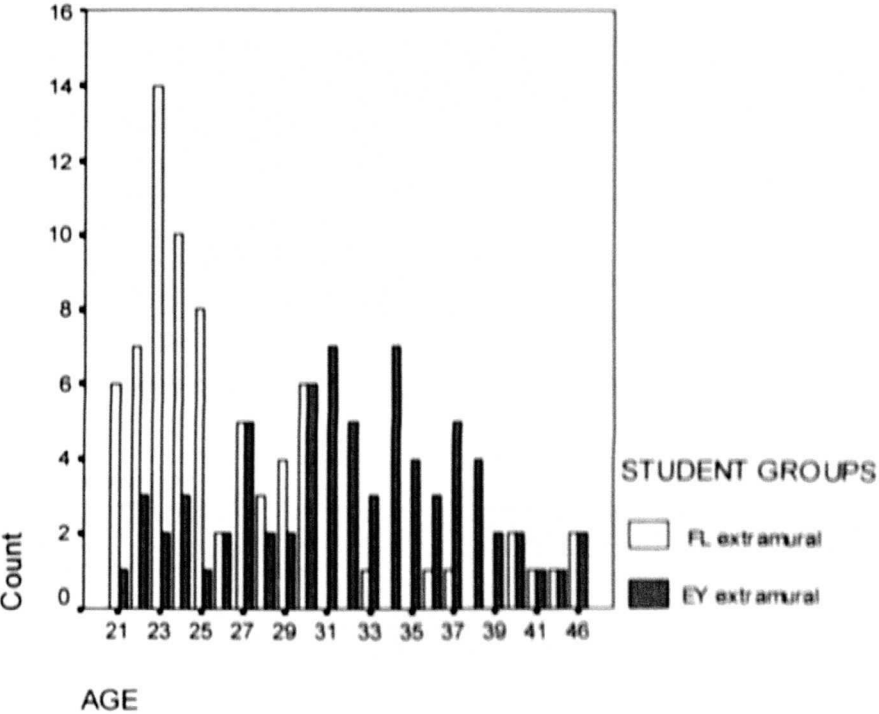
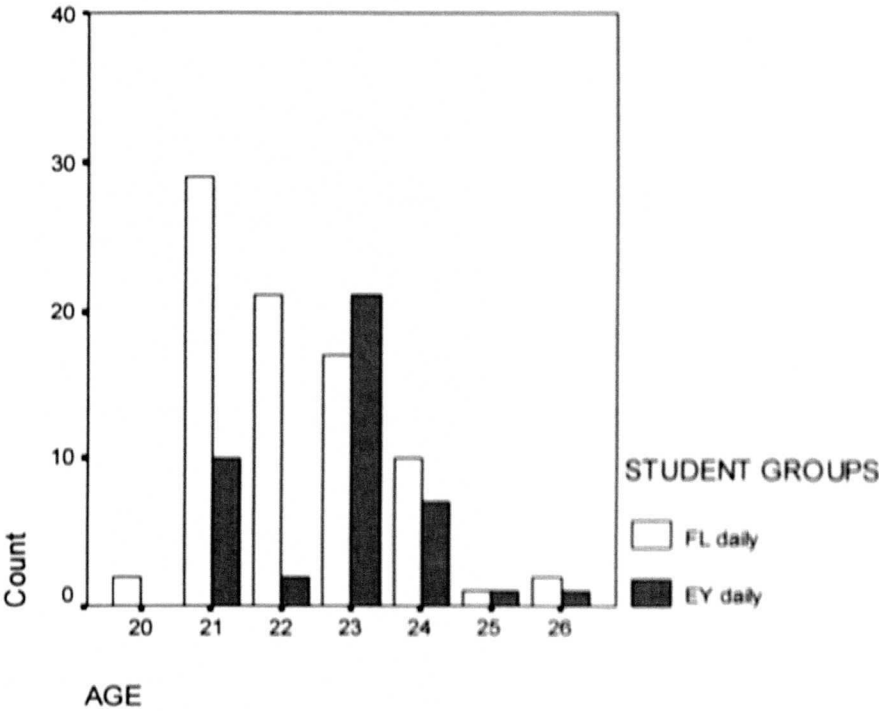


Table D-1 Comparison of students continuing and commencing FL learning in elementary school by school type

TYPE				LEARNING AN FL IN ELEMENTARY SCHOOL?		Total
				yes	no	
FL NON- PROVISION SCHOOLS	Learning an FL before elementary school?	yes	Count	32	26	58
			Row %	55.2%	44.8%	100.0%
			Col %	64.0%	35.1%	46.8%
			% of Total	25.8%	21.0%	46.8%
		no	Count	18	48	66
			Row %	27.3%	72.7%	100.0%
			Col %	36.0%	64.9%	53.2%
			% of Total	14.5%	38.7%	53.2%
	Total		Count	50	74	124
			% of Total	40.3%	59.7%	100.0%
FL PROVISION SCHOOLS	Learning an FL before elementary school?	yes	Count	54		54
			Row %	100.0%		100.0%
			Col %	46.6%		46.6%
			% of Total	46.6%		46.6%
		no	Count	62		62
			Row %	100.0%		100.0%
			Col %	53.4%		53.4%
			% of Total	53.4%		53.4%
	Total		Count	116		116
			% of Total	100.0%		100.0%

Chi-Square Tests

TYPE		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2 sided)	Exact Sig (1 sided)
non-provision	Pearson Chi-Square	9.986b	1	.002		
	Continuity Correction a	8.860	1	.003		
	Likelihood Ratio	10.097	1	.001		
	Fisher's Exact Test				.002	.001
	Linear-by-Linear Association	9.905	1	.002		
N of Valid Cases		124				

a. Computed only for 2x2 table

b. 0 cells (0%) have expected count less than 5. The minimum expected count is 23.39

Symmetric Measures ^{a,b}

TYPE			Value	Approx. Sig.
non-provision	Nominal by Nominal	Phi	.284	.002
		Cramer's V	.284	.002
N of Valid Cases			124	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table D-2 Comparison of teachers involved in early FL teaching in two types of schools

		classT with FL	classT without FL	FL T	native speaker	T without qualificatio ns	other
N	Elementary schools	29	29	29	29	29	29
	Language schools	16	16	16	16	16	16
	Total	45	45	45	45	45	45
Mean Ranks	Elementary schools	22.10	22.78	20.14	21.00	24.93	24.38
	Language schools	24.63	23.41	28.19	26.63	19.50	20.50
Sum of Ranks	Elementary schools	641.00	660.50	584.00	609.00	723.00	707.00
	Language schools	394.00	374.50	451.00	426.00	312.00	328.00

Test Statistics ^a

Mann-Whitney U	206.000	225.500	149.000	174.000	176.000	192.000
Wilcoxon W	641.000	660.500	584.000	609.000	312.000	328.000
Z	-.931	-.432	-2.373	-2.789	-2.115	-1.742
Asymp. Sig. (2-tailed)	.352	.666	.018	.005	.034	.082

a. Grouping Variable: school type

Table D-3 Parents' evaluation of teachers involved in early FL instruction—between-group comparison¹

Parent group		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
		experience	personality	FL competence	EY pedagogy competence	knowledge of child psychology	use of methods & techniques	use of teaching aids	artistic skills	rapport with children	contacts with parents
Group A	Mean	3.05	2.94	3.14	2.84	2.42	3.00	3.09	2.58	3.34	1.92
	N ^a	77	77	77	77	77	77	77	77	77	77
	SD	2.40	2.46	2.59	2.46	2.41	2.42	2.45	2.47	2.35	2.09
Group B	Mean	3.52	3.88	4.19	3.31	3.10	4.57	4.12	2.45	5.29	4.02
	N ^a	42	42	42	42	42	42	42	42	42	42
	SD	2.44	2.53	2.45	2.82	2.79	1.95	2.01	2.65	1.58	2.28
Total	Mean	3.22	3.27	3.51	3.01	2.66	3.55	3.45	2.54	4.03	2.66
	N ^a	119	119	119	119	119	119	119	119	119	119
	SD	2.42	2.51	2.58	2.59	2.56	2.38	2.35	2.53	2.30	2.37

Ranks

Mean Rank	Group A	57.62	55.04	54.95	56.98	56.49	51.75	55.34	60.40	49.08	49.71
	Group B	64.36	69.10	69.26	65.54	66.43	75.12	68.54	59.26	80.02	78.87
Sum of Ranks	Group A	4437.00	4238.00	4231.00	4387.50	4350.00	3985.00	4261.50	4651.00	3779.00	3827.50
	Group B	2703.00	2902.00	2909.00	2752.50	2790.00	3155.00	2878.50	2489.00	3361.00	3312.50

Test Statistics ^b

Mann-Whitney U	1434.00	1235.00	1228.00	1384.50	1347.00	982.00	1258.50	1586.00	776.00	824.50
Wilcoxon W	4437.00	4238.00	4231.00	4387.50	4350.00	3985.00	4261.50	2489.00	3779.00	3827.50
Z	-1.045	-2.193	-2.259	-1.349	-1.586	-3.628	-2.049	-.183	-4.896	-4.510
Asymp. Sig. (2-tailed)	.296	.028	.024	.177	.113	.000	.041	.855	.000	.000

a. Valid cases only; cases excluded from Group A = 39, Group B = 8

b. Grouping Variable: parent group

¹ Group A = FL-P school parents (a child learns an FL as a compulsory subject); Group B = FL-non-P parents (a child learns an FL as an extracurricular subject elsewhere).

Table D-4 Parents' evaluation of teachers according to the teacher qualifications—between group comparison²

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
		experience	personality	FL competence	EY pedagogy competence	knowledge of child psychology	use of methods & techniques	use of teaching aids	artistic skills	rapport with children	contacts with parents
N	EY teachers' group	44	44	44	44	44	44	44	44	44	44
	FL teachers' group	50	50	50	50	50	50	50	50	50	50
	Total	94	94	94	94	94	94	94	94	94	94
Mean Rank	EY teachers' group	46.24	43.07	41.20	45.52	46.94	43.14	43.22	49.78	40.74	42.44
	FL teachers' group	48.61	51.40	53.04	49.24	47.99	51.34	51.27	45.49	53.45	51.95
Sum of Ranks	EY teachers' group	2034.5 0	1895.0 0	1813.0 0	2003.0 0	2065.5 0	1898.0 0	1901.5 0	2190.5 0	1792.5 0	1867.5 0
	FL teachers' group	2430.5 0	2570.0 0	2652.0 0	2462.0 0	2399.5 0	2567.0 0	2563.5 0	2274.5 0	2672.5 0	2597.5 0

Test Statistics ^a

Mann-Whitney U	1044.5 0	905.00	823.00	1013.0 0	1075.5 0	908.00	911.50	999.50	802.50	877.50
Wilcoxon W	2034.5 0	1895.0 0	1813.0 0	2003.0 0	2065.5 0	1898.0 0	1901.5 0	2274.5 0	1792.5 0	1867.5 0
Z	-.432	-1.526	-2.191	-.685	-.195	-1.499	-1.470	-.815	-2.396	-1.726
Asymp. Sig. (2-tailed)	.665	.127	.028	.493	.845	.134	.142	.415	.017	.084

² I included only two groups of teachers in this test: group 1 comprised all EY teachers (with or without FL qualifications) and group 2 consisted of FL teachers and native speakers. Similar results were obtained when the four groups of teachers were compared.

Table D-5 Parents' evaluation of the current FL provision – between group comparison³

Descriptive Statistics

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
		availability of private tuition	availability of courses for children in LS	availability of compulsory courses in ES	availability of extracurricular courses in ES	variety of courses	quality of courses	organisation of courses	fees	availability of information on courses	quality of teaching	teaching methods used	use of teaching aids	T FL qualifications	T qualifications to teach children	T rapport with children	T contacts with parents
Gr A	Mean	4.21	4.04	2.86	2.85	2.45	2.55	2.41	1.99	2.79	2.41	2.60	2.55	2.38	2.53	2.65	1.95
	N ^a	78	78	78	79	78	78	78	78	78	78	78	78	78	78	78	78
	SD	1.68	1.90	1.84	1.99	1.92	1.98	1.88	1.69	1.89	1.99	2.31	1.98	2.09	2.09	2.08	1.66
Gr B	Mean	4.18	4.02	2.09	3.31	2.78	3.27	3.40	3.02	3.42	3.04	4.22	3.18	2.69	2.51	2.76	3.67
	N ^a	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
	SD	1.63	2.06	1.72	1.70	1.78	1.57	1.54	1.73	1.62	1.93	1.86	2.11	2.04	2.10	2.08	2.24
Gr C	Mean	3.73	3.51	2.32	2.86	2.45	2.18	2.31	2.20	2.79	2.04	1.87	1.80	2.25	2.25	2.11	2.00
	N ^a	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
	SD	1.47	1.71	1.47	1.43	1.39	1.62	1.68	1.45	1.46	1.82	1.90	1.72	1.91	1.90	1.86	1.49
Total	Mean	4.03	3.84	2.48	2.96	2.53	2.58	2.60	2.30	2.94	2.42	2.71	2.42	2.41	2.42	2.48	2.37
	N ^a	194	194	194	195	194	194	194	194	194	194	194	194	194	194	194	194
	SD	1.60	1.88	1.70	1.74	1.71	1.81	1.78	1.66	1.69	1.94	2.24	1.99	2.01	2.02	2.01	1.89

Ranks

Mean Ranks	Gr A	106.31	105.34	108.99	96.34	94.56	96.78	91.50	87.06	95.24	98.17	95.30	100.66	97.35	99.99	101.73	85.77
	Gr B	103.70	107.03	83.33	108.04	105.51	120.03	122.74	120.03	113.50	114.54	135.20	119.17	105.84	101.20	107.27	130.26
	Gr C	83.89	82.85	93.85	93.48	95.65	84.01	88.09	94.68	89.84	85.96	76.02	80.30	92.37	92.42	86.66	89.63

Test Statistics^{b,c}

Chi-Square	6.98	8.04	6.68	2.00	1.24	11.94	12.70	10.43	5.29	7.53	32.56	14.53	1.70	.98	4.74	20.77
df	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.030	.018	.035	.367	.537	.003	.002	.005	.071	.023	.000	.001	.425	.610	.093	.000

a. Valid cases only; cases excluded from Group A = 38, Group B = 5, Group C = 3


b. Kruskal-Wallis Test

c. Grouping Variable: parent group

³ Group A = FL-P school parents (a child learns an FL as a compulsory subject); Group B = FL-non-P parents whose children learn an FL as an extracurricular subject, Group C = FL-non-P school parents whose children does not lean an FL)

Table D-6 Students wishing to become FLTYL – between group comparison

				STUDENT GROUPS					Total
				Eng Phil	Ger Phil	EY	Rus-Eng AL	Rus-Ger AL	
DAILY	WOULD LIKE TO TEACH CHILDERN IN THE FUTURE?	yes	Count		8	30	4	6	48
			Row %		16.7%	62.5%	8.3%	12.5%	100.0%
			Col %		16.3%	41.7%	21.1%	50.0%	27.9%
			% of Total		4.7%	17.4%	2.3%	3.5%	27.9%
		no	Count	14	30	30	6	3	83
			Row %	16.9%	36.1%	36.1%	7.2%	3.6%	100.0%
			Col %	70.0%	61.2%	41.7%	31.6%	25.0%	48.3%
			% of Total	8.1%	17.4%	17.4%	3.5%	1.7%	48.3%
		don't know	Count	6	11	12	9	3	41
			Row %	14.6%	26.8%	29.3%	22.0%	7.3%	100.0%
			Col %	30.0%	22.4%	16.7%	47.4%	25.0%	23.8%
			% of Total	3.5%	6.4%	7.0%	5.2%	1.7%	23.8%
	Total		Count	20	49	72	19	12	172
			% of Total	11.6%	28.5%	41.9%	11.0%	7.0%	100.0%
EXTRAMURAL	WOULD LIKE TO TEACH CHILDERN IN THE FUTURE?	yes	Count	8	40	18			66
			Row %	12.1%	60.6%	27.3%			100.0%
			Col %	34.8%	40.4%	19.8%			31.0%
			% of Total	3.8%	18.8%	8.5%			31.0%
		no	Count	8	41	56			105
			Row %	7.6%	39.0%	53.3%			100.0%
			Col %	34.8%	41.4%	61.5%			49.3%
			% of Total	3.8%	19.2%	26.3%			49.3%
		don't know	Count	7	18	17			42
			Row %	16.7%	42.9%	40.5%			100.0%
			Col %	30.4%	18.2%	18.7%			19.7%
			% of Total	3.3%	8.5%	8.0%			19.7%
	Total		Count	23	99	91			213
			% of Total	10.8%	46.5%	42.7%			100.0%

Continued overleaf 

Cont.

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)
DAILY STUDENTS	Pearson Chi-Square	28.326 ^a	8	.000
	Likelihood Ratio	32.567	8	.000
	Linear-by-Linear Association	3.352	1	.067
	N of Valid Cases	172		
EXTRAMURAL STUDENTS	Pearson Chi-Square	13.134 ^b	4	.011
	Likelihood Ratio	13.221	4	.010
	Linear-by-Linear Association	1.281	1	.258
	N of Valid Cases	213		

a. 4 cells (0%) have expected count less than 5. The minimum expected count is 2.86.

b. 1 cell (0%) has expected count less than 5. The minimum expected count is 4.54.

Symmetric Measures ^{a,b}

			Value	Approx. Sig.
DAILY STUDENTS	Nominal by Nominal	Phi	.406	.000
		Cramer's V	.287	.000
	N of Valid Cases		172	
EXTRAMURAL STUDENTS	Nominal by Nominal	Phi	.248	.011
		Cramer's V	.176	.011
	N of Valid Cases		213	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table D-7 Student-teacher past and current involvement in teaching FL to children vs. wish to become FLTYL in the future

		WOULD LIKE TO TEACH KIDS IN THE FUTURE?			Total
		yes	no	don't know	
Was or is FLTYL?	YES	Count	55	47	31
		% within ever taught kids	41.4%	35.3%	23.3%
		% within would like to teach kids in the future?	48.2%	25.0%	37.3%
		% of Total	14.3%	12.0%	8.1%
	NO	Count	59	141	52
		% within ever taught kids	23.4%	56.0%	20.6%
		% within would like to teach kids in the future?	51.8%	75.0%	62.7%
		% of Total	15.3%	36.6%	13.5%
	Total	Count	114	188	83
		% within ever taught kids	29.6%	48.8%	21.6%
		% within would like to teach kids in the future?	100.0%	100.0%	100.0%
		% of Total	29.6%	48.8%	21.6%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.295 ^a	2	.000
Likelihood Ratio	18.486	2	.000
Linear-by-Linear Association	1.355	1	.244
N of Valid Cases	385		

a. 0 cells (.0%) have expected count of less than 5. The minimum expected count is 29.97. Not assuming the null hypothesis.

Symmetric Measures^{a, b}

		Value	Approx. Sig.
Nominal by Nominal	Phi	.218	.000
	Cramer's V	.218	.000
N of Valid Cases		385	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Graph

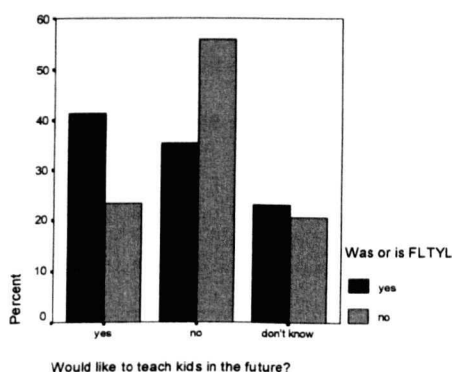


Table D-8 Students' self-evaluation of the FL competence in the FL1 studied –between group comparison

Student group		LANGAUGE SKILLS						
		speaking	listening	reading	writing	grammar	vocabulary	pronunciation
FL students	Mean	2.70	3.11	3.26	3.03	2.82	2.88	3.03
	N	66	66	66	66	66	66	66
	SD	.74	.75	.66	.55	.72	.62	.66
EY students	Mean	2.02	2.31	2.73	2.33	2.02	2.21	2.45
	N	48	48	48	48	48	48	47
	SD	.81	.80	.82	.75	.76	.74	.72
Total	Mean	2.41	2.77	3.04	2.74	2.48	2.60	2.79
	N	114	114	114	114	114	114	113
	SD	.84	.86	.77	.73	.83	.75	.74

Ranks

Mean Rank	FL s	68.23	69.61	65.82	69.44	69.91	68.86	66.58
	EY s	42.74	40.85	46.06	41.08	40.44	41.88	43.55
Sum of Ranks	FL s	4503.50	4594.00	4344.00	4583.00	4614.00	4545.00	4394.00
	EY s	2051.50	1961.00	2211.00	1972.00	1941.00	2010.00	2047.00

Test Statistics ^a

Mann-Whitney U	875.500	785.000	1035.000	796.000	765.000	834.000	919.000
Wilcoxon W	2051.500	1961.000	2211.000	1972.000	1941.000	2010.000	2047.000
Z	-4.390	-4.913	-3.436	-5.052	-5.054	-4.735	-4.043
Asymp. Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000

a. Grouping Variable: student groups

Table D-9 Students' overall FL competence in the FL1 studied —between group comparison

teacher groups	N	Overall competence in the FL1 studied			
		Mean	Std. Deviation	Mean Rank	Sum of Ranks
FL students	66	2.97	.45	73.88	4876.00
EY students	48	2.29	.58	34.98	1679.00
Total	114	2.68	.60		

Test Statistics ^b

	overall competence in the FL1 studied
Mann-Whitney U	503.000
Wilcoxon W	1679.000
Z	-6.230
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	^a

a. Not corrected for ties.

b. Grouping Variable: student groups

Table D-10 Students' self-evaluation of the FL competence in the FL2 studied – between group comparison

Student group		LANGAUGE SKILLS						
		speaking	listening	reading	writing	grammar	vocabulary	pronunciation
FL students	Mean	2.42	2.79	2.63	2.26	2.37	2.26	2.42
	N	19	19	19	19	19	19	19
	SD	1.07	.79	1.01	.87	1.07	.99	.84
EY students	Mean	2.07	2.20	2.53	2.20	2.00	2.07	2.27
	N	15	15	15	15	15	15	15
	SD	.96	.94	1.25	1.21	1.07	.96	1.16
Total	Mean	2.26	2.53	2.59	2.24	2.21	2.18	2.35
	N	34	34	34	34	34	34	34
	SD	1.02	.90	1.10	1.02	1.07	.97	.98

Ranks

Mean Rank	FL S	18.95	20.16	17.76	17.97	18.95	18.42	17.97
	EY S	15.67	14.13	17.17	16.90	15.67	16.33	16.90
Sum of Ranks	FL S	360.00	383.00	337.50	341.50	360.00	350.00	341.50
	EY S	235.00	212.00	257.50	253.50	235.00	245.00	253.50

Test Statistics^b

Mann-Whitney U	115.000	92.000	137.500	133.500	115.000	125.000	133.500
Wilcoxon W	235.000	212.000	257.500	253.500	235.000	245.000	253.500
Z	-.994	-1.862	-.180	-.325	-.998	-.641	-.344
Asymp. Sig. (2-tailed)	.320	.063	.857	.745	.318	.522	.731
Exact Sig. [2*(1-tailed Sig.)]	.354 ^a	.083 ^a	.864 ^a	.758 ^a	.354 ^a	.560 ^a	.758 ^a

a. Grouping Variable: student groups

b. Not corrected for ties

Table D-11 Students' overall FL competence in the FL1 studied —between group comparison

teacher groups	N	Overall competence in the FL2 studied			
		Mean	Std. Deviation	Mean Rank	Sum of Ranks
FL students	19	2.45	.81	18.76	356.50
EY students	15	2.19	.98	15.90	238.50
Total	34	2.33	.88		

Test Statistics^b

	overall competence in the FL1 studied
Mann-Whitney U	118.500
Wilcoxon W	238.500
Z	-.836
Asymp. Sig. (2-tailed)	.403
Exact Sig. [2*(1-tailed Sig.)]	.410 ^a

a. Not corrected for ties.

b. Grouping Variable: student groups

Table D-12 Students' self-evaluation of the FL competence in the FL1 studied –daily vs. extramural student groups comparison⁴

Student group		LANGAUGE SKILLS						
		speaking	listening	reading	writing	grammar	vocabulary	pronunciation
N	FL daily	18	18	18	18	18	18	18
	EY daily	30	30	30	30	30	30	30
	FL extramural	48	48	48	48	48	48	48
	EY extramural	18	18	18	18	18	18	18
	Total	114	114	114	114	114	114	114
Sum of Ranks	FL daily	74.83	78.00	58.00	75.42	61.03	68.94	76.67
	EY daily	43.27	37.10	40.10	35.07	40.30	40.17	42.50
	FL extramural	65.76	66.46	68.75	67.20	73.24	68.83	62.79
	EY extramural	41.86	47.11	56.00	51.11	40.67	44.72	45.41

Test Statistics^{a, b}

Chi-Square	20.445	27.156	16.550	29.839	27.615	22.682	19.277
df	3	3	3	3	3	3	3
Asymp. Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000

a. Kruskal Wallis test

b. Grouping Variable: student groups

Table D-13 Students' overall FL competence in the FL1 studied — daily vs. extramural student groups comparison

teacher groups	N	Overall competence in the FL1 studied		
		Mean	Std. Deviation	Mean Rank
FL daily	18	3.03	.58	73.89
EY daily	30	2.23	.54	30.73
FL extramural	48	2.95	.37	73.88
EY extramural	18	2.39	.644	42.06
Total	114	2.68	.60	

Test Statistics^{a, b}

	overall competence in the FL1 studied
Chi-Square	40.145
df	3
Asymp. Sig. (2-tailed)	.000


a. Kruskal Wallis test

b. Grouping Variable: student groups

⁴ Calculated only for FL1 because extramural students generally do not learn a second FL as part of their course.

Table D-14 Teachers' beliefs on FL teaching to children—between group comparison

BELIEF	TEACHER GROUPS	N	Mean Rank
Teaching to children is very rewarding	EY teachers	11	16.23
	FL teachers	9	11.78
	other teachers	6	11.08
	Total	26	
Teaching to children is more difficult than to adults	EY teachers	11	11.68
	FL teachers	9	14.83
	other teachers	6	14.83
	Total	26	
Teaching to children is fun	EY teachers	11	13.05
	FL teachers	9	16.72
	other teachers	6	9.50
	Total	26	
The younger a child starts learning an FL the higher his/her proficiency	EY teachers	11	11.59
	FL teachers	9	13.83
	other teachers	6	16.50
	Total	26	
Children are more capable of learning FL than older learners	EY teachers	11	11.77
	FL teachers	9	17.67
	other teachers	6	10.42
	Total	26	
Children learn FL faster than older learners	EY teachers	11	11.91
	FL teachers	9	16.33
	other teachers	6	12.17
	Total	26	
Children are better at pronunciation	EY teachers	11	12.18
	FL teachers	9	16.89
	other teachers	6	10.83
	Total	26	
Children learn FL effortlessly	EY teachers	11	13.68
	FL teachers	9	11.17
	other teachers	6	16.67
	Total	26	
All children are capable of learning FL	EY teachers	11	13.91
	FL teachers	9	13.50
	other teachers	6	12.75
	Total	26	
Children have less inhibition when speaking FL	EY teachers	11	12.55
	FL teachers	9	14.22
	other teachers	6	14.17
	Total	26	
Children learn best when they are involved in an activity	EY teachers	11	12.59
	FL teachers	9	15.61
	other teachers	6	12.00
	Total	26	

Continued overleaf 

Cont.

Children learn best when they are interested in what they are doing	EY teachers FL teachers other teachers Total	11 9 6 26	11.45 16.11 13.33
Children learn best when their parents motivate them	EY teachers FL teachers other teachers Total	11 9 6 26	12.09 15.33 13.33
Children learn best when FL is linked with the rest of their education	EY teachers FL teachers other teachers Total	11 9 6 26	13.95 10.50 17.17
In teaching FL to children a crucial component is the teacher	EY teachers FL teachers other teachers Total	11 9 6 26	12.36 14.89 13.50

Test Statistics ^{a, b}

	Teaching to children is very rewarding	Teaching to children is more difficult than to adults	Teaching to children is fun	The younger a child starts learning an FL the higher his/her achievement	Children are more capable of learning FL than older learners	Children learn FL faster than older learners	Children are better at pronunciation	Children learn FL effortlessly
Chi-Square	3.263	1.427	5.121	2.021	5.052	2.434	3.582	2.098
df	2	2	2	2	2	2	2	2
Asymp. Sig.	.196	.490	.077	.364	.080	.296	.167	.350

a Kruskal Wallis Test

b Grouping Variable: teacher groups

cont.

	All children are capable of learning FL	Children have less inhibition when speaking FL	Children learn best when they are involved in an activity	Children learn best when they are interested in what they are doing	Children learn best when their parents motivate them	Children learn best when FL is linked with the rest of their education	In teaching FL to children a crucial component is the teacher
Chi-Square	.103	.337	1.507	2.830	1.051	3.263	.605
df	2	2	2	2	2	2	2
Asymp. Sig.	.950	.845	.471	.243	.591	.196	.739

a Kruskal Wallis Test

b Grouping Variable: teacher groups

Table D-15 Teachers' ranking of emphasis placed on the development of FL skills

	N	Mean	Std. Deviation	Minimum	Maximum
RANKING speaking	24	4.96	2.40	1	7
listening	24	4.21	1.72	1	7
reading	24	3.42	1.47	1	6
writing	24	3.29	2.03	1	7
grammar	24	3.75	2.17	1	7
vocabulary	24	4.33	2.10	1	7
pronunciation	24	4.04	1.73	1	7
TEACHER GROUPS	26	1.81	.80	1	3

Ranks

	TEACHER GROUPS	N	Mean Rank
ranking speaking	EY teachers	9	12.56
	FL teachers	9	11.00
	other teachers	6	14.67
	Total	24	
ranking listening	EY teachers	9	14.83
	FL teachers	9	11.17
	other teachers	6	11.00
	Total	24	
ranking reading	EY teachers	9	12.89
	FL teachers	9	13.06
	other teachers	6	11.08
	Total	24	
ranking writing	EY teachers	9	13.89
	FL teachers	9	11.17
	other teachers	6	12.42
	Total	24	
ranking grammar	EY teachers	9	12.11
	FL teachers	9	11.56
	other teachers	6	14.50
	Total	24	
ranking vocabulary	EY teachers	9	9.06
	FL teachers	9	16.61
	other teachers	6	11.50
	Total	24	
ranking pronunciation	EY teachers	9	11.56
	FL teachers	9	13.22
	other teachers	6	12.83
	Total	24	

Test Statistics ^{a,b}

	ranking speaking	ranking listening	ranking reading	ranking writing	ranking grammar	ranking vocabulary	ranking pronunciation
Chi-Square	1.081	1.663	.338	.692	.690	5.459	.279
df	2	2	2	2	2	2	2
Asymp. Sig.	.582	.435	.845	.707	.708	.065	.870

a Kruskal Wallis Test

b Grouping Variable: teacher groups

Table D-16 Introduction of spoken and written forms by the teachers—between group comparison

			TEACHER GROUPS		Total
			FL teachers	EY teachers	
ORDER OF SKILLS TAUGHT	Spoken forms before written	Count	5	10	15
		% within order of skills taught	33.3%	66.7%	100.0%
		% within teacher groups	55.6%	58.8%	57.7%
		% of Total	19.2%	38.5%	57.7%
	Written forms before spoken	Count	4	48	66
		% within order of skills taught	36.4%	63.6%	100.0%
		% within teacher groups	44.4%	41.2%	43.3%
		% of Total	15.4%	26.9%	43.3%
	Total	Count	9	17	26
		% within order of skills taught	34.6%	65.4%	100.0%
		% within teacher groups	100.0%	100.0%	100.0%
		% of Total	34.6%	65.4%	100.0%

Chi-Square Tests ^{a,b}

TYPE		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2 sided)	Exact Sig (1 sided)
non-provision	Pearson Chi-Square	.026 ^b	1	.873		
	Continuity Correction a	.000	1	1.000		
	Likelihood Ratio	.026	1	.873		
	Fisher's Exact Test				1.000	.598
	Linear-by-Linear Association	.025	1	.875		
N of Valid Cases		26				

a. Computed only for 2x2 table

b. 0 cells (0%) have expected count less than 5. The minimum expected count is 23.39

Symmetric Measures ^{a,b}

TYPE			Value	Approx. Sig.
non-provision	Nominal by Nominal	Phi	-0.031	.873
		Cramer's V	.031	.873
N of Valid Cases			26	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table D-17 Teachers' use of L1 in YL classes—between group comparison

			TEACHER GROUPS		Total
			FL teachers	non-FL teachers	
POLISH USED	seldom	Count	2	2	4
		% within Polish used	50.00%	50.00%	100.00%
		% within teacher groups	22.20%	11.80%	15.40%
		% of Total	7.70%	7.70%	15.40%
	sometimes	Count	7	12	19
		% within Polish used	36.80%	63.20%	100.00%
		% within teacher groups	77.80%	70.60%	73.10%
		% of Total	2.90%	46.20%	73.10%
	often	Count		3	3
		% within Polish used		100.00%	100.00%
		% within teacher groups		17.60%	11.50%
		% of Total		11.50%	11.50%
Total	Count	9	17	26	
	% within Polish used	34.60%	65.40%	100.00%	
	% within teacher groups	100.00%	100.00%	100.00%	
	% of Total	34.0%	65.40%	100.00%	

Chi-Square Tests

TYPE	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2 sided)	Exact Sig (1 sided)
Pearson Chi-Square	2.048 ^a	2	.359		
Likelihood Ratio	.026	2	.224		
Linear-by-Linear Association	.025	1	.196		
N of Valid Cases	26				

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 1.04

Symmetric Measures

TYPE		Value	Approx. Sig.
Nominal by Nominal	Phi	.281	.359
	Cramer's V	.281	.359
N of Valid Cases		26	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table D-18 Teaching of grammar—between group teachers' comparison

			TEACHER GROUPS		Total
			FL teachers	non-FL teachers	
HOW IS GRAMMAR TAUGHT	deduction	Count		3	3
		% within how grammar is taught		100.00%	100.00%
		% within teacher groups		17.60%	12.00%
		% of Total		12.00%	12.00%
	induction	Count	2	7	9
		% within how grammar is taught	22.20%	77.80%	100.00%
		% within teacher groups	25.00%	41.20%	36.00%
		% of Total	8.00%	28.00%	36.00%
	both	Count	6	7	13
		% within how grammar is taught	46.20%	53.80%	100.00%
		% within teacher groups	75.00%	41.20%	52.00%
		% of Total	24.00%	28.00%	52.00%
Total	Count	8	17	25	
	% within how grammar is taught	32.00%	68.00%	100.00%	
	% within teacher groups	100.00%	100.00%	100.00%	
	% of Total	32.00%	68.00%	100.00%	

Chi-Square Tests

TYPE	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2 sided)	Exact Sig (1 sided)
Pearson Chi-Square	3.004 ^a	2	.223		
Likelihood Ratio	3.864	2	.145		
Linear-by-Linear Association	2.882	1	.090		
N of Valid Cases	25				

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 0.96

Symmetric Measures ^{a, b}

TYPE		Value	Approx. Sig.
Nominal by Nominal	Phi	.347	.223
	Cramer's V	.347	.223
N of Valid Cases		25	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table D-19 Teaching of pronunciation—between group teachers' comparison

			TEACHER GROUPS		Total
			FL teachers	non-FL teachers	
HOW IS PRONUNCIATION TAUGHT	imitation	Count	4	5	9
		% within how is pronunciation taught	44.40%	55.60%	100.00%
		% within teacher groups	44.40%	29.40%	34.60%
		% of Total	15.40%	19.20%	34.60%
	imitation & practice	Count	4	3	7
		% within how is pronunciation taught	57.10%	42.90%	100,00%
		% within teacher groups	44.40%	17.60%	26,90%
		% of Total	15.40%	11.50%	26,90%
	practice	Count	1	9	10
		% within how is pronunciation taught	10.00%	90.00%	100,00%
		% within teacher groups	11.10%	52.90%	38,50%
		% of Total	3.80%	34.60%	38,50%
Total	Count	9	17	26	
	% within how is pronunciation taught	34.60%	65.40%	100.00%	
	% within 2teacher groups	100.00%	100.00%	100.00%	
	% of Total	34.60%	65.40%	100.00%	

Chi-Square Tests

TYPE	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2 sided)	Exact Sig (1 sided)
Pearson Chi-Square	4.631 _a	2	.099		
Likelihood Ratio	5.114	2	.078		
Linear-by-Linear Association	2.509	1	.113		
N of Valid Cases	26				

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 2.42

Symmetric Measures ^{a,b}

TYPE		Value	Approx. Sig.
Nominal by Nominal	Phi	.422	.099
	Cramer's V	.422	.099
N of Valid Cases		26	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table D-20 Use of teaching aids—between group teachers' comparison

Test Statistics^{a, b}

TEACHERS' USE OF TEACHING AIDS AND MATERIALS									
	blackboard	coursebook	worksheets	pictures & drawings	props	reference books	films & cartoons	pup pets	tape recordings
Chi-Square	.388	1.764	3.845	3.549	3.140	.363	2.708	5.927	.007
df	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.824	.414	.146	.170	.208	.834	.258	.052	.997

a Kruskal Wallis Test

b Grouping Variable: teacher groups

Cont.

TEACHERS USE OF TEACHING AIDS AND MATERIALS									
	story books	games	spec. prep. games	charts & posters	counting rods	jigsaws	musical instr.	magazines & journals	computers
Chi-Square	4.751	3.982	1.035	4.692	2.147	.311	3.171	4.137	.416
df	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.093	.137	.596	.096	.342	.856	.205	.126	.812

a Kruskal Wallis Test

b Grouping Variable: teacher groups

Table D-21 Mean use of teaching aids—between group teachers' comparison

	N	Mean	Std. Deviation	Minimum	Maximum
Mean use of teaching aids	22	1.40	.25	1	2
Teacher groups	26	1.81	.80	1	3

Kruskal-Wallis Test

	TEACHER GROUPS	N	Mean Rank
Mean use of tea aids	EY teachers	10	13.10
	FL teachers	8	7.44
	other teachers	4	15.63
	Total	22	

Test Statistics^{a, b}

	Mean use of teaching aids
Chi-square	5.392
df	2
Asymp. Sig.	.067

Table D-22 Relationship between teachers' artistic skills and the mean use of teaching aids

	Mean	Std. Deviation	N
MEAN use of teaching aids	1.40	.25	22
MEAN artistic skills	2.0057	.4669	22

Correl ons

		MEAN use of teaching aids	MEAN artistic skills
MEAN use of teaching aids	Pearson Correlation	1.000	.261
	Sig. (2-tailed)	.	.240
	N	22	22
MEAN artistic skills	Pearson Correlation	.261	1.000
	Sig. (2-tailed)	.240	.
	N	22	22

Graph

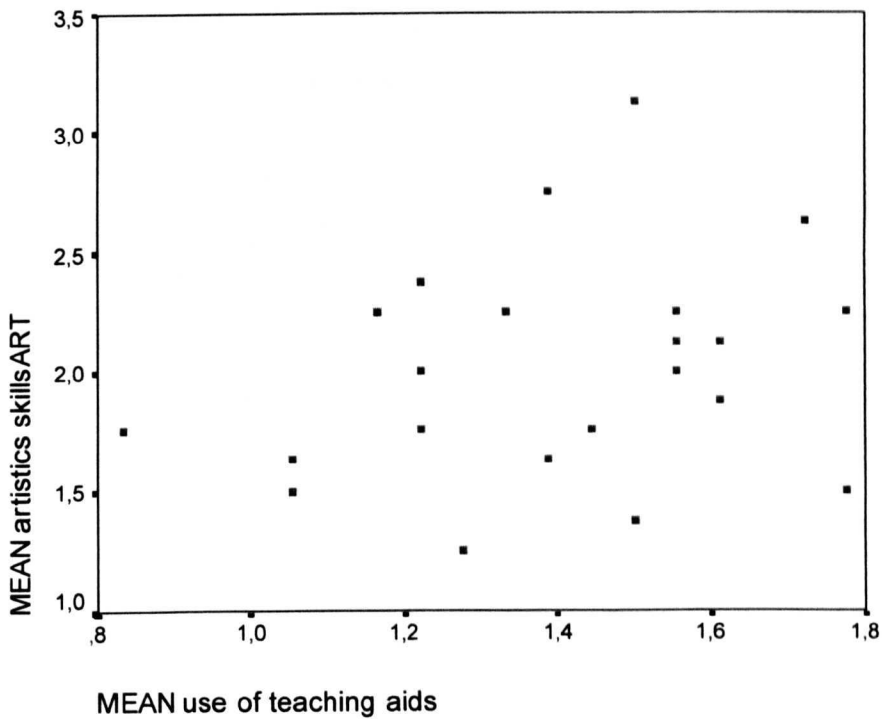


Table D-23 Use of teaching aids vs. various artistic skills

			pictures and drawings	artistic skills - painting & drawing
Spearman's rho	pictures and drawings	Correlation Coefficient	1.000	.246
		Sig. (2-tailed)	.	.270
		N	22	22
	artistic skills - painting and drawing	Correlation Coefficient	.246	1.000
		Sig. (2-tailed)	.270	.
		N	22	26

			props	artistic skills - painting & drawing
Spearman's rho	props	Correlation Coefficient	1.000	-.010
		Sig. (2-tailed)	.	.965
		N	22	22
	artistic skills - painting and drawing	Correlation Coefficient	-.010	1.000
		Sig. (2-tailed)	.965	.
		N	22	26

			puppets	artistic skills - puppets
Spearman's rho	puppets	Correlation Coefficient	1.000	.263
		Sig. (2-tailed)	.	.237
		N	22	22
	artistic skills - puppets	Correlation Coefficient	.263	1.000
		Sig. (2-tailed)	.237	.
		N	22	26


			musical instruments	artistic skills - musical instruments
Spearman's rho	musical instruments	Correlation Coefficient	1.000	.374
		Sig. (2-tailed)	.	.086
		N	22	22
	artistic skills - musical instruments	Correlation Coefficient	.374	1.000
		Sig. (2-tailed)	.086	.
		N	22	26

Table D-24 Teachers' artistic skills—EY vs. non-EY teacher groups comparison

		N	Mean	Std. Deviation	Minimum	Maximum
ARTISTIC SKILLS	dance	26	2.81	1.06	1	4
	drama	26	2.46	1.03	1	4
	paining & drawing	26	2.38	1.06	1	4
	puppets	26	2.38	1.06	1	4
	singing	26	3.00	.89	1	4
	piano	26	1.04	1.25	0	4
	flute & recorder	26	.73	1.28	0	4
	guitar	26	.54	1.14	0	4
	music instruments	26	.77	.95	0	3
2 teacher groups		26	1.58	.50	1	2

Mann-Whitney Test (Ranks)

		TEACHER GROUPS	N	Mean Rank	Sum of Ranks
ARTISTIC SKILL	dance	EY teachers	11	15.41	169.50
		non-EY teachers	15	12.10	181.50
		Total	26		
	drama	EY teachers	11	15.36	169.00
		non-EY teachers	15	12.13	182.00
		Total	26		
	paining & drawing	EY teachers	11	14.00	154.00
		non-EY teachers	15	13.13	197.00
		Total	26		
	puppets	EY teachers	11	17.14	188.50
		non-EY teachers	15	10.83	162.50
		Total	26		
	singing	EY teachers	11	13.23	145.50
		non-EY teachers	15	13.70	205.50
		Total	26		
	piano	EY teachers	11	16.68	183.50
		non-EY teachers	15	11.17	167.50
		Total	26		
	flute & recorder	EY teachers	11	14.18	156.00
		non-EY teachers	15	13.00	195.00
		Total	26		
	guitar	EY teachers	11	13.18	145.00
		non-EY teachers	15	13.73	206.00
		Total	26		
	music instruments	EY teachers	11	14.68	161.50
		non-EY teachers	15	12.63	189.50
		Total	26		

Continued overleaf 

Cont.

Test Statistics ^b


ARTISTIC SKILLS									
	dance	drama	paining & drawing	puppets	singing	piano	flute & recorder	guitar	musical instrumen ts
Mann-Whitney U	61.500	62.000	77.000	42.500	79.500	47.500	75.000	79.00 0	69.500
Wilcoxon W	181.500	182.000	197.000	162.500	145.500	167.50 0	195.000	145.0 00	189.500
Z	-1.136	-1.106	-.297	-2.159	-.167	-1.933	-.478	-.246	-.734
Asymp. Sig. (2-tailed)	.256	.269	.767	.031	.867	.053	.633	.806	.463
Exact Sig. [2*(1-tailed Sig.)]	.281 ^a	.305 ^a	.799 ^a	.036 ^a	.878 ^a	.069 ^a	.721 ^a	.878 ^a	.507 ^a

a. Not corrected for ties.

b. Grouping Variable: 2 teacher groups (EY vs. non-EY teachers)

Table D-25 Student-teachers' artistic skills—between group comparison

	Phil vs. EY		N	Mean Rank	Sum of Ranks
	FL Philology	Early Years			
dance			66	52.34	3454.50
			48	64.59	3100.50
	Total		114		
drama			66	54.04	3566.50
			48	62.26	2988.50
	Total		114		
painting			66	49.31	3254.50
			48	68.76	3300.50
	Total		114		
puppet making			66	51.81	3419.50
			48	65.32	3135.50
	Total		114		
singing			66	50.04	3302.50
			48	67.76	3252.50
	Total		114		
piano			66	41.76	2756.00
			48	79.15	3799.00
	Total		114		
guitar			66	54.67	3608.00
			48	61.40	2947.00
	Total		114		
flute			66	44.17	2915.50
			48	75.82	3639.50
	Total		114		
drum			66	57.50	3795.00
			48	57.50	2760.00
	Total		114		
accordion			66	58.23	3843.00
			48	56.50	2712.00
	Total		114		
zither			66	57.86	3819.00
			48	57.00	2736.00
	Total		114		
creative writing			66	57.50	3795.00
			48	57.50	2760.00
	Total		114		
violin			66	57.50	3795.00
			48	57.50	2760.00
	Total		114		
musical instruments			18	21.58	388.50
			46	36.77	1691.50
	Total		64		

Continued overleaf 

Cont.

Test Statistics ^a

ARTISTIC SKILLS									
	dance	drama	painting & drawing	puppets	singing	piano	flute & recorder	guitar	musical instruments
Mann-Whitney U	1243.500	1355.500	1043.500	1208.500	1091.500	545.000	1397.000	704.500	1584.000
Wilcoxon W	3454.500	3566.500	3254.500	3419.500	3302.500	2756.000	3608.000	2915.500	2760.000
Z	-2.036	-1.366	-3.232	-2.228	-2.925	-6.674	-1.692	-6.524	.000
Asymp. Sig. (2-tailed)	.042	.172	.001	.026	.003	.000	.091	.000	1.000
Exact Sig. [2*(1-tailed Sig.)]	1243.500	1355.500	1043.500	1208.500	1091.500	545.000	1397.000	704.500	1584.000

a. Grouping Variable: FL Phil vs. EY students

Table D-26 Student-teachers' opinion on the optimal FLTYL training

		STUDENTS GROUPS				Total	
		FL daily	EY daily	FL extramur	EY extramur		
WHAT IS BEST WAY OF TRAINING?	existing FL	Count	5	3	17	3	28
		% within what is best way of training?	17.9%	10.7%	60.7%	10.7%	100.0%
		% within students groups	5.0%	4.2%	13.9%	3.3%	7.3%
		% of Total	1.3%	.8%	4.4%	.8%	7.3%
	existing EY	Count		3	1	9	13
		% within what is best way of training?		23.1%	7.7%	69.2%	100.0%
		% within students groups		4.2%	.8%	9.9%	3.4%
		% of Total		.8%	.3%	2.3%	3.4%
	licEY/FL+FL spec	Count	23	10	20	17	70
		% within what is best way of training?	32.9%	14.3%	28.6%	24.3%	100.0%
		% within students groups	23.0%	13.9%	16.4%	18.7%	18.2%
		% of Total	6.0%	2.6%	5.2%	4.4%	18.2%
	licFL/EY+ inservice	Count	30	26	19	20	95
		% within what is best way of training?	31.6%	27.4%	20.0%	21.1%	100.0%
		% within students groups	30.0%	36.1%	15.6%	22.0%	24.7%
		% of Total	7.8%	6.8%	4.9%	5.2%	24.7%
	dualFL+ EY	Count	42	29	65	42	178
		% within what is best way of training?	23.6%	16.3%	36.5%	23.6%	100.0%
		% within students groups	42.0%	40.3%	53.3%	46.2%	46.2%
		% of Total	10.9%	7.5%	16.9%	10.9%	46.2%
	licEY + lic FL + FLTYL meth course	Count		1			1
		% within what is best way of training?		100.0%			100.0%
		% within students groups		1.4%			.3%
		% of Total		.3%			.3%
	Total	Count	100	72	122	91	385
		% within what is best way of training?	26.0%	18.7%	31.7%	23.6%	100.0%
		% within students groups	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	26.0%	18.7%	31.7%	23.6%	100.0%

Chi-Square Tests

TYPE	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.553 ^a	15	.099
Likelihood Ratio	45.237	15	.078
Linear-by-Linear Association	.370	1	.113
N of Valid Cases	385		

a. Using the asymptotic standard error assuming the null hypothesis.

Symmetric Measures ^{a,b}

TYPE		Value	Approx. Sig.
Nominal by Nominal	Phi	.348	.000
	Cramer's V	.201	.000
N of Valid Cases		385	

a. Not assuming the null hypothesis.

b. using the asymptotic standard error assuming the null hypothesis.

Table D-27 Student-teachers' future participation in further teacher training

Cochran Test for the whole student sample

Frequencies

	Value	
	0	1
BA in FL daily	375	10
BA in FL extramural	361	24
BA in EY daily	378	7
BA in EY extramural	364	21
supplementary MA in FL daily	369	16
supplementary MA in FL extramural	350	35
supplementary MA in EY daily	372	13
supplementary MA in EY extramural	351	34
supplementary MA in EY+FL daily	364	21
supplementary MA in EY+FL extramural	324	61
postgrad early FL	258	127
methodological course in early FL	297	88

Test Statistics

N	385
Cochran's Q	399.499 ^a
Df	11
Asymp. Sig.	.000

a. 0 is treated as success

Kendall's W Test

N	385
Kendall's W ^a	.094
Chi-Square	399.499
df	11
Asymp. Sig.	.000

a. Kendall's Coefficient of Concordance

Cochran Test only for students wishing to teach YLs

Frequencies

	Value	
	0	1
BA in FL daily	112	2
BA in FL extramural	111	3
BA in EY daily	111	3
BA in EY extramural	109	5
supplementary MA in FL daily	105	9
supplementary MA in FL extramural	100	14
supplementary MA in EY daily	108	6
supplementary MA in EY extramural	105	9
supplementary MA in EY+FL daily	102	12
supplementary MA in EY+FL extramural	91	23
postgrad early FL	75	39
methodological course in early FL	85	29

Test Statistics

N	114
Cochran's Q	124.657 ^a
Df	11
Asymp. Sig.	.000

a. 0 is treated as success

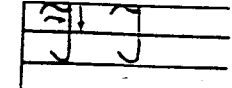
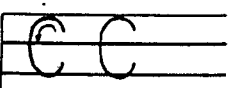
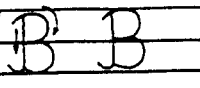
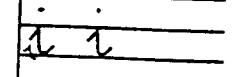
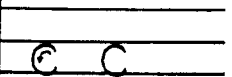
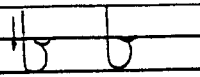
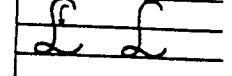
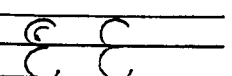
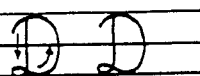
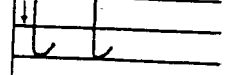
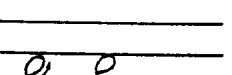
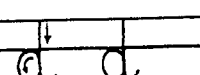
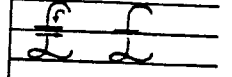
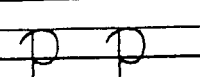
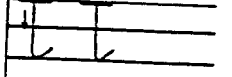
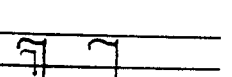
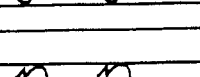
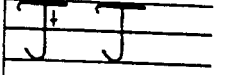
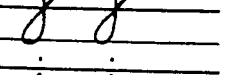
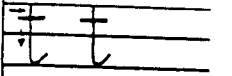
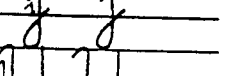
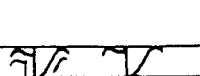
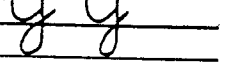
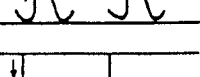
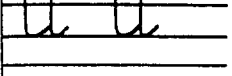
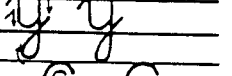
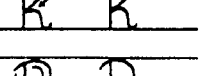
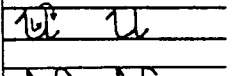
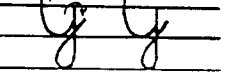
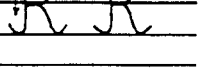
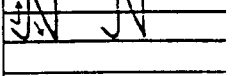
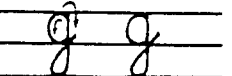
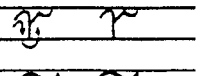
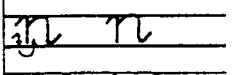
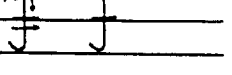
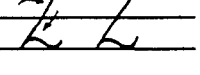
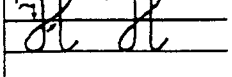
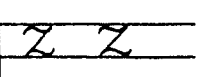
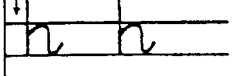
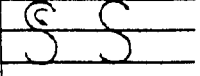
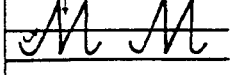
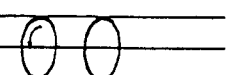
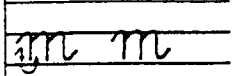
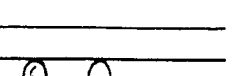

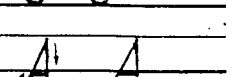
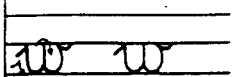
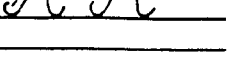
Kendall's W Test

N	114
Kendall's W ^a	.099
Chi-Square	124.657
df	11
Asymp. Sig.	.000

a. Kendall's Coefficient of Concordance

Appendix E. Differences between Polish and English handwriting styles taught as part of Early Years education

Handwriting conventions in Polish (from Łada-Grodzicka, 1995: 56-58)

I		C		B	
i		c		b	
L		E		D	
l		e		d	
Ł				P	
ł		J		p	
T		j			
t		Y		K	
		y		k	
U		G		R	
u		g		r	
N		F		Z	
n		f		z	
H				S	
h				s	
M		O			
m		o			
W		A			
w		a			

Handwriting conventions in English (from Machado, 1995: 325)

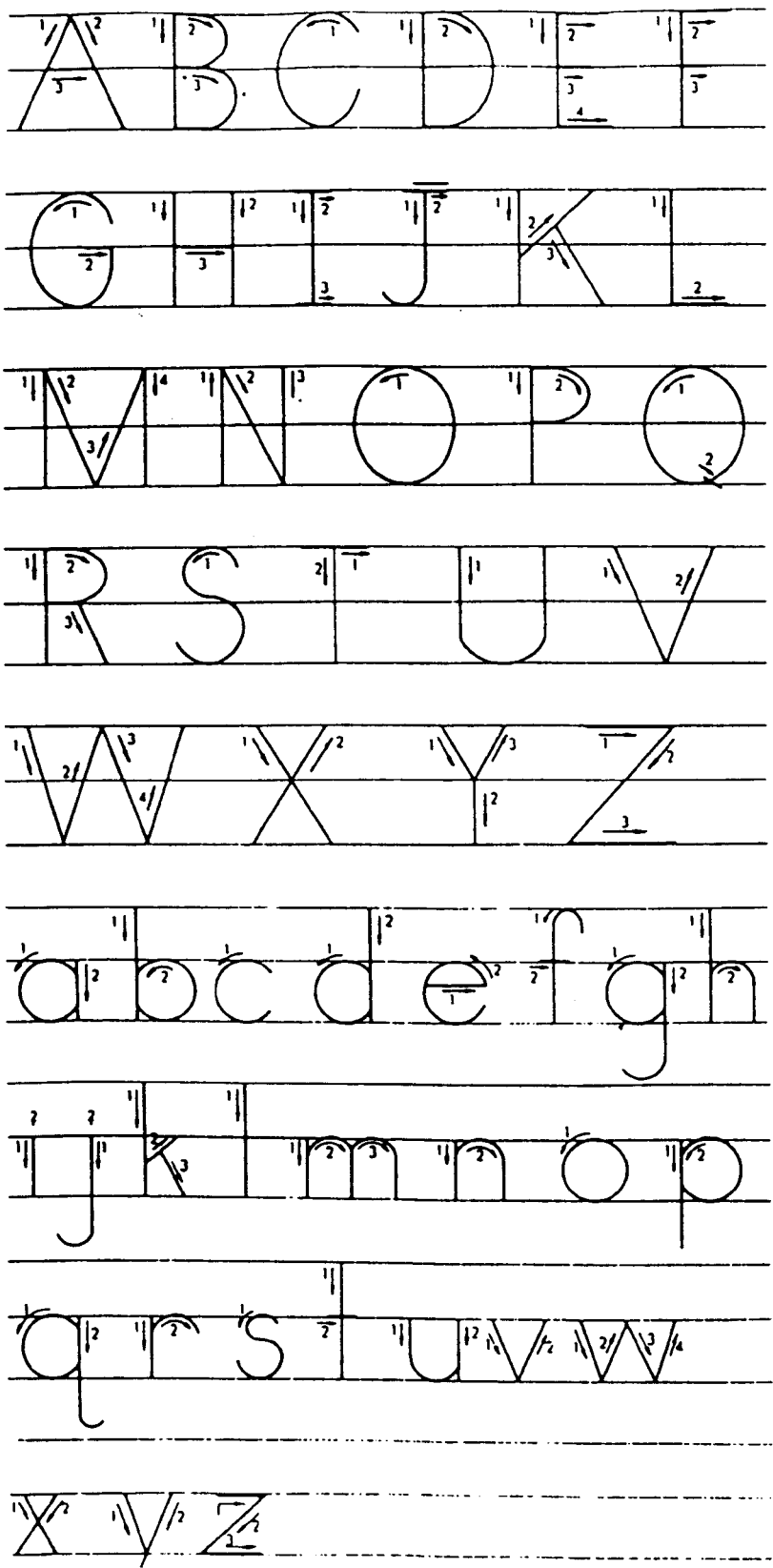


FIGURE 18-17 Printscript alphabet (Courtesy of the Santa Clara Unified School District, Santa Clara, CA.)

An example of an YLs' English coursebook which employs printscript alphabet in all examples that imitate handwriting.

We landed in a tree!



3




Read










Dear Auntie Winnie,

Thank you for a great holiday at your house. We liked it!

Last weekend we had a  in the woods. We all travelled on Mum's . It was very fast but we landed in

a ! Dad cooked the lunch and I played  with Will. Mum danced. Woo hunted  but they all escaped!

Then it ! Dad was fed up because the  were wet but  laughed. We waited under the trees and soon the rain stopped.

After lunch Will and I climbed   and at  we all  home. It was a great day!

See you soon,

love from Wanda xxx

4

Choose the correct answer

Yes, he/she/they did. No, he/she/they didn't.

Did Witch cook the lunch?

No, she didn't.

Did Will dance?

Did Wizard cook the lunch?

Did they wait under the trees?

Did Wanda travel on Witch's broom?

Did they travel home on the broom?

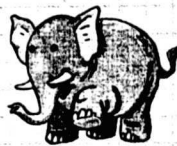
An example of an YLs' English coursebook which employs Polish Basal (*pismo elementarzowe*) style in all examples that imitate handwriting.

The world around us

Extra Task

Popatrz na tabelkę i opisz te zwierzęta.

	ELEPHANT	TIGER	PENGUIN
HOME	Africa/Asia	Asia	Antarctica
COLOUR	grey	brown and white with black stripes	black and white
SIZE	up to 3.5 metres tall	up to 3 metres long	up to 1 metre tall
FOOD	grass, fruit and leaves	other animals	fish
MORE INFORMATION	lives 70-80 years	can run fast	can swim/can't fly



An elephant lives in Africa and Asia.
It is grey. It is up to 3.5 metres tall.
It eats grass, fruit and leaves.
It lives 70-80 years.



SOURCE: Wieczorek, A. 2000. *Bingo! Część 3B*. Warszawa: Wydawnictwo Szkolne PWN, p. 33.

An example of tracing letters writing practice which follows 'Polish Basal' (*pismo elementarzowe*) convention.

AT THE PLAYGROUND

19

1 Write:



swing



skateboard



slide

PLAY



basketball



seesaw



sandbox



hopscotch

SOURCE: Kostenbauer, I. 2000. *English for Kids. Coursebook*. Warszawa: WSiP, p. 53

